

RUDIMENTS

OF

ENGLISH GRAMMAR,

FOR THE

USE OF SCHOOLS.

BY THE

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RUDIMENTS

DEDICATION

TO ALL THE RISING PROGENY AT HOME
Whether on Ocean's bosom they roam
Or in the Mole, and now the flying ball;
Now urge the Mole, and now the flying ball;

Or, made in mould more delicate and fair,
Count the lost grains of the female mind;
To my young friends this little volume lies
Devoted, ^{FOR THE} USE OF SCHOOLS.



This earnest of my labours, I send
But higher fond hopes may be sent
This hour be fasten'd on your hearts
And chiefly you, for which I double care

Of anxious hope I cherish every claim
Which my own heart, and the public's eye
To my young friends, and the rising generation at the
Great British Museum, and the British Museum at the
Great British Museum, and the British Museum at the

I oppose the world's standard, I do not
Still know a school-boy's cry, and hope
It leans but yesterday, when I, like you
Watched the world's standard, I do not
No found to find as the world's standard
Mean time a final hand, and the world's standard
Of it on the play-ground, and the world's standard
The task and I cannot mix the world's standard

DEDICATION

TO ALL THE RISING PROGENY AT HOME:

Whether on Classic ground they stand, and there,
Boisterous and bold, with manly vigour fraught,
Now urge the Muse, and now "the flying ball;"
Or, made in mould more delicate and fair,
Court the soft graces of the female mind;
To my young friends this little volume hies
Devoted, dedicated——O! accept
This earnest of regard, nor grudge the toil;
But lighter studies past, and play forborn,
This hour be sacred to our MOTHER-TONGUE:
And chiefly you, for whom a double share
Of anxious hope I cherish, fav'rite plants
Which my own hand has water'd, if I boast
To add this *native* blossom to your minds,
Sure 'tis a venial pride; nor think I mean
T' oppress the willing—School-boy I but now,
Still know a School-boy's every joy and hope.
It seems but yesterday, when I, like you,
Watched the glad hour of play, and heard methought
No sound so dismal as the School-call bell.
Mean time a truant band, vagrant and free,
Oft from the play-ground stole afield, to where
The Lark and Linnet mix their pebbly streams

With gentle gratulations, (harmless pair,
 Ye never will waite here your country's foes)
 And here, with faces vacant as our minds,
 Have we, that hour of noon the Muse allowed,
 With all the fond locality of youth
 Gazed on the pendant ruin; and believed
 Devout, whate'er of legendary tale
 They tell of Edmund's wonder-working shrine.
 O YESTERDAY, thou hast been, and now is
 To-DAY thy pupil, but not half so sweet
 As the bare recollection of the past;
 Yet let me not complain, but grateful use
 The source of present good, thanks to his* care
 Who on my mind, all uninformed and rude,
 Poured new ideas; nor content with this,
 But chose to realize the gift he gave,
 And, where the Master ceased, began the Friend.

Sure Heaven it's kindest influence has shed
 On blissful Youth—hail thou sweet hour of Prime,
 Thou cloudless Morn, thou Holiday of Life!
 For life is in the leaf, new Eden smiles
 But transient still: enjoy the golden day,
 Too happy age, and prodigal of joy,
 Tho' Peace, tho' Innocence, tho' smiling Hope
 Are now thy blessings, yet, to know how blest,
 The life-enamoured creature must be MAN.

* The Rev. M. T. Becher, Head Master of the Grammar School,
 St. Edmund's Bury.

Advertisement.

THIS little compilation, which was made during the last Vacation, was originally intended for the use of a few private pupils.—The manuscript has been since called into this more convenient form by the polite and voluntary offers of those who so respectably preside over the Public Schools in Bury. It cannot be expected that a book of five weeks' growth should be without it's faults; some few I have detected myself even since it's publication, which the daily employment of teaching other subjects occasioned me to overlook.

If with these imperfections on it's head it should, upon a general plan, answer the expectation which it's patrons have been pleased to form of it, I shall feel myself most amply gratified and rewarded by the opportunity which it affords me of being more useful to those whom I have the pleasure individually to instruct.

H. S. J. B.

To the Teacher

I commend the following plan to you
Let the children get by heart a portion of it
every day, by short and easy lessons, for the first four
school-days of the week, and on the fifth, which is
generally called, by school-children, Revision
Day, let them learn to supply the whole, which they
have committed to memory in the course of the
week, by the questions at the bottom of each page,
and be prepared to answer those questions when
they are put to them in forms, or classes, as nearly
in the words of the Grammar, as the extent of the
thing will admit. ~~part of the~~ in the defined
to learn what to do in their own words, as they will
be the first means of their improvement in the lesson.
suppose that in any manner they thoroughly make
themselves masters of five pages a week, (more
or less perhaps will be proper according to their
ages) the whole Grammar will be completed in less
than the half year; a space of time very consistent

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To the Teacher.

IN the use of the Grammar, permit me to recommend the following plan :

Let the Children get by heart a portion of it every day, by short and easy lessons, for the first four school-days of the week, and on the fifth, which is generally called, by Scholastic Charter, *Repetition Day*, let them learn to apply the whole, which they have committed to memory in the course of the week, to the questions at the bottom of each page, and be prepared to answer those questions when they are put to them in forms, or classes, as nearly in the words of the Grammar, as the nature of the thing will admit; particularly let them be desired to learn where to stop in their answers, as this will be the surest mark of their understanding the lesson. Suppose that in this manner they thoroughly make themselves masters of five pages every week, (more or less perhaps will be proper according to their ages) the whole Grammar will be completed in less than the half year ; a space of time very consistent

with the economy of Education. The remaining day of the week, if it does not interfere too much with other studies, may be well employed in writing out a few Substantives or Verbs, according to the *schemes* used in the Grammar, or in Parsing a lesson, according to the examples given at the end of the Syntax. If the preceding plan be followed as far as local circumstances will allow, I believe I can answer for the effect; however, like the inventor of a new machine, who professes to explain it's construction, I must leave the right application of it to the discretion of those for whose use it is designed.

 ERRATA.

- p. 68 and 69, for *2d* read *3d*
 p. 68, for *from* read *form*
 p. 117, for *six* read *five*
 p. 130, for *bas* read *lad*
 p. 132, for *and denotes* read *which denotes*

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GRAMMAR.

PART I. CHAP. I.

(1) **G**RAMMAR is the art of speaking and writing correctly.

(2) Grammar treats of Sentences, and the several parts of which Sentences are composed.

(3) Sentences consist of Words; (4) Words of Syllables; (5) and Syllables of Letters, (6) so that Letters, Syllables, Words, and Sentences, make up the whole subject of Grammar.

OF SOUNDS AND LETTERS.

(7) The Sounds used in Language are called ARTICULATE SOUNDS.

(8) A LETTER is the Character or Mark of an articulate Sound.

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- Q. 1. What is Grammar? 2. What does Grammar treat of?
3. Of what do Sentences consist? 4. What do Words consist of?
5. And Syllables? 6. What is the whole subject of Grammar?
7. What do you mean by an Articulate Sound? 8. What is a Letter?

(1) A VOWEL is a simple articulate Sound.

(2) A CONSONANT is a compound Articulate Sound, that is, (3) it cannot be founded by it's self, but is always joined with a Vowel.

(4) A DIPHTHONG is a compound Vowel.

(5) In English there are twenty-six Letters which constitute what is called our

ALPHABET.*

A a B b C c D d E e F f G g H h
I i J j K k L l M m N n O o P p
Q q R r S s T t U u V v W w
X x Y y Z z.

Observe (6) J and V are Consonants and entirely distinct from the Vowels I and U.

(7) W is a Diphthong.

(8) X is a double Consonant, compounded of g and s. As in *example*, or of k and s, as in *expect*.

* From Alpha Beta, the two first letters in the Greek Alphabet.

1. What is a Vowel? 2. A Consonant? 3. Why called Compound? 4. How do you define a Diphthong? 5. How many letters are there in the English Alphabet? 6. Are J and V Consonants or Vowels? 7. What is W? 8. What is X, and of what is it compounded?

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Q q R r S s T t U u V v W w
X x Y y Z z.

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U

(1) Z is not so much a double Consonant as a coarser and thicker sound of the letter s. †

(2) H is only an aspiration or hard breathing upon the vowel which follows it. Hence *h* is said to be no letter.

(3) Of the Letters, six are called Vowels—*a, e, i, o, u, and y.*

(4) Of the other Letters *b, c, d, g, k, p, q, t,* are called Mutes or Silent Letters (5) because they can never be sounded without the assistance of a Vowel.

(6) *F* and *s* are Semivowels or Half Vowels, because they can partly be sounded without the assistance of a Vowel, and

(7) *L, m, n, r,* Liquids, from their soft and flowing sound.

† *Z* seems to be nothing more than *s* hard, otherwise called *ezard*. This custom of pronouncing the *s* with a hard and coarse sound prevails much in *Somerfetshire*; or, as it is there called *Zomerzetshire*.

1. What sound do you call *Z*? 2. Why is *h* sometimes called no Letter? 3. How many Vowels are there?—name them. 4. Which Letters are called Mutes? 5. Why are they called Mutes? 6. Which are Semivowels? 7. What do you mean by a Liquid?

OF SYLLABLES.

(1) A SYLLABLE is a sound where one or more letters are pronounced at once ; therefore

(2) in every Syllable there must be one vowel, or diphthong, and no more.

(3) To spell a word is to tell the proper letter or letters in the syllables which form that word.

CHAPTER II.

OF WORDS.

(4) A WORD is any articulated Sound which has a meaning.

(5) There are ten sorts of Words or Parts of Speech in English.

(6) Article, Noun, Pronoun, Adjective, Verb, Participle, Adverb, Conjunction, Preposition, Interjection.

1. Define and explain a Syllable ? 2. Can a Syllable be sounded without a Vowel ? 3. What do you do when you spell a Word ? 4. How do you define a Word ? 5. How many sorts of Words are there in English ? 6. What are they called in Grammar ?—name them.

5

(1) The Substantive, Verb, and Pronoun, are declined—the others have no variation.

1st. (2) A Substantive or Noun is the name of every object we see—as

Snow, Ship, Man.

(3) and also of the *notions* we get by seeing these objects,—as

Whiteness, Motion, Temperance.

2d. (4) Articles are used either to limit the extent of the Noun, or to apply it to particular persons and things—thus,

(5) *Man* is a general term, and signifies *all Mankind*—but *a Man* is any Individual, or some one of the human species—also *a King* is any King, but *the King* is the King of a particular country,—as *the King of Great Britain*.

(6) There are two Articles in English, *a* or *an* and *the*; *a* or *an* is called the Indefinite, and *the* the Definite Article.

1. Which of them are declined? 2. Define a Substantive? 3. What other Substantives are there? 4. For what purpose are Articles used? 5. Give an instance of each usage? 6. How many Articles are there, and how are they distinguished?

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(1) Observe.—*A* is used before a Consonant or aspirated *h*,—as

A Book, a Hand, a Hymn.

and *an* before a Vowel and a silent *h*—as

An Animal, an Hour.*

(2) If no Article is prefixed, the Noun is taken in a general sense—as,

“The proper Study of Mankind is Man.”

where Man is put for Mankind in general.

(3) The Article is seldom used before abstract terms, such as the names of the Virtues, Vices, Passions, &c.—as

Faith, Hope, and Charity.

(4) Note—The Indefinite Article is never used with Plural Numbers.

(5) The Definite is used with both Singular and Plural Numbers, (6) but neither of these articles can stand before a Vocative case.

3d. (7) An Adjective is a word which

* *Y* is always used as a Consonant at the beginning of a word, as *a year*.

1. When is *a* or *an* used? 2. If no Article is used, what then? —observe the words *Man* and *Mankind* in that instance may change places without *altering* the sense. 3. Is the Article often used before abstract terms? 4. Where is the Indefinite Article not used? 5. Is the Definite Article under the same restrictions? 6. Before which of the cases is neither of them used? 7. What is the meaning of an Adjective?

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shews the nature, quality, or property of a Noun,—as

A sweet Flower, a good Man, a square Table.

(1) The distinguishing mark of an Adjective is, that it cannot stand by it's self, but always has a Substantive near it, to which it belongs.

4th. (2) A Pronoun is a part of speech used instead of a Noun, to prevent the too frequent repetition of the same Substantive,—thus, the Spectator says in the story of Marraton and Yaratilda—

“She had for some time fixed her eye upon him before he discovered her.”

In which sentences, if there were no Pronouns, the words *Marraton* and *Yaratilda* must each be written twice.

5th. (3) A Verb is a word expressed or understood in every sentence, and shews the existence, action, or suffering of a Noun,—as,

I live, I write, I am taught.

6th. (4) A Participle is so called because it

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1. How do you distinguish an Adjective? 2. What is the use of Pronouns?—repeat the example without the assistance of Pronouns.
3. What does a Verb shew? 4. Why is a Participle so called?—point out the difference of the word *loving* as used in the example.

partakes of the nature of a Verb and an Adjective,—as,

A Father *loving* his Children is a *loving* Father.

(1) An Adverb is a part of speech joined to a Verb or Adjective, in order to express some circumstance not included in the word by it's self,—as,

(2) He lives *happily*, they write *correctly*.

A Man *truly* wise, a Boy *very* diligent.

8th. (3) A Preposition is a word placed before Nouns and Pronouns chiefly to shew the relation which the other words of the sentence bear to them,—as,

Abraham was born *after* the Deluge, and *after* him Christ came *into* the world, *in* the reign of Augustus.

9th. (4) A Conjunction is used to join Words and Sentences together,—as¹,

The Violet *and* Snow-drop are my favourite Flowers, *because* they proclaim *that* it is Spring.

10th. (5) An Interjection is a part of speech which implies some sudden emotion of the

1. To what words is an Adverb joined, and what does it express?
 2. Give an example or two of each. 3. Before what words is a Preposition placed, and what is the purpose of placing them there? —apply the instance given to the Rule, that is, shew the relation between Abraham, the Deluge, and Christ, and between Christ, the World, and Augustus. 4. What is the use of Conjunctions?
 5. What is an Interjection?

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mind, whether thro' grief, joy, or any other passion,—as,

Parents often provide, *alas!* for ungrateful children.

Substantives, Verbs, and Pronouns, being declined, their Variations, together with the Comparifon of Adjectives, are next to be considered.

CHAPTER III.

OF SUBSTANTIVES.

(1) **S**UBSTANTIVES are either Proper or Common Names.

(2) Proper Names are the Names of individual Objects,—as,

Charles, Bury, Thames.

(3) Common Names are the names of all of the fame fort or clafs,—as,

Man, Town, River.

(4) To Substantives belong Two Numbers, the Singular and the Plural.

1. How many forts of Substantives are there? 2. What is a Proper Name? 3. What is a Common Name? 4. How many Numbers have Substantives?

(1) The Singular speaks of but one, as Father.

(2) The Plural speaks of more than one, as Fathers.

General Rule for forming Plurals.

(3) The Plural is formed from the Singular, by adding s,—as,

King, plur. Kings; Love, plur. Loves; Age, plur. Ages

Exceptions.

1st (4) If a word end in s, x, ch, or sh, the Plural is formed by adding es,—as,

Kiss, Kisses; Box, Boxes; Coach, Coaches; Wish, Wishes

2nd. (5) Some Plurals end in en,—as,

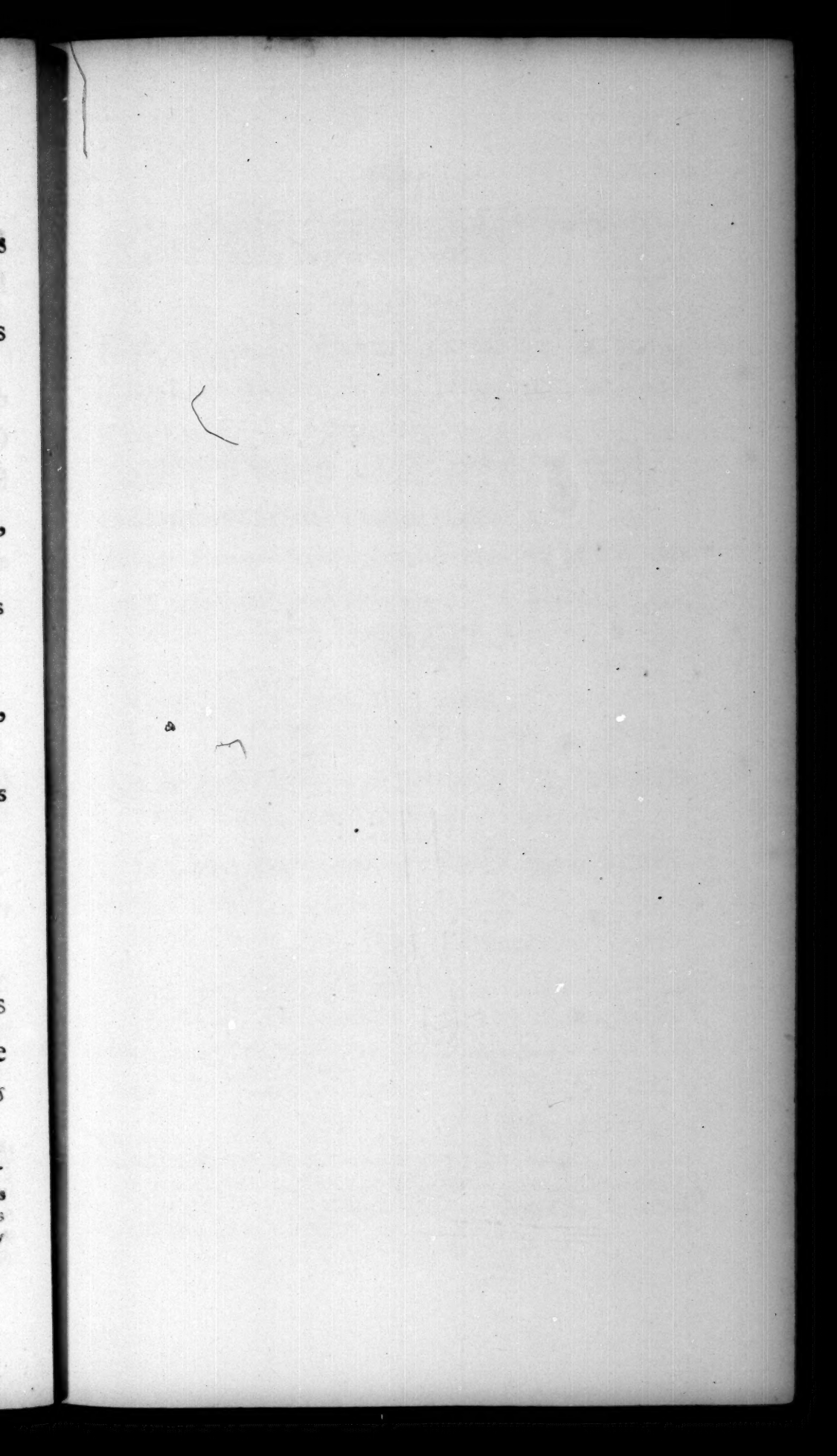
Ox, Oxen; Child, Children; Man, Men.

With it's Compounds,—as,

Women, Aldermen, &c.

And *Brother* makes *Brethren*, when it signifies “A Society;” in the sense of “Sons of the same Father” it generally makes *Brothers* regularly.

1. How many does the Singular Number speak of? 2. What is the meaning of Plural? 3. How is the Plural formed? 4. What is the 1st Exception to this Rule? 5. The 2d?—and in what story have you seen Brethren used for Brothers?



3d. (1) Words ending in *y* change *y* into *ie* in the Plural Number,—as,

City, Cities.

Except there be another Vowel in the same syllable, in which case the Plural is regular,—as

Day, Days.

4th. (2) Words ending in *f* or *fe* change *f* or *fe* into *ve* in the Plural—as,

Half, Halves; Loaf, Loaves; Life, Lives; except Hoof, which makes Hoofs, and Roof, Grief, Dwarf, Handkerchief, Relief, Wharf, Proof, Fife, and Strife, which are regular.

(3) To these may be added all words ending in *ff*,—as,

Muff, Muffs; except Staff, which makes Staves.

5th. (4) Some Saxon Plurals are retained,—as,

Tooth, Teeth; Foot, Feet; Goose, Geese; Mouse, Mice; also Penny makes Pence.

(5) And *Die* makes *Dice* in one sense of the word, (6) and *Dies* in another.

1. What is the 3d Exception, and what Exception is there to this Exception? 2. How do words ending in *f* or *fe* form their Plurals, and what words are excepted? 3. How do words in *ff* form their Plurals? 4. What Saxon Plurals remain in our Language? 5. What does *Die* make when it signifies an Ivory Cube? 6. When it signifies a Coiner's Stamp?

6th. (1) Some words retain the Plurals of the Languages from which they are taken,—as,

Cherub, Cherubim; Seraph, Seraphim;—Phenomenon, Phenomena;—Radius, Radii; Magus, Magi; Erratum, Errata; Beau, Beaux; Monsieur, Messieurs, &c.

7th. (2) Bellows, Snuffers, News, Wages, Thanks, With some others, have no Singular Number in use.

8th. (3) Sheep, Deer, and Fern, are the same both in Singular and Plural.

OF CASES.

(4) The Cases of Nouns are six, the Nominative, the Genitive, the Dative, the Accusative, the Vocative, and the Ablative, and they are used to express the different relations and connections of the same Noun.

(5) In Greek and Latin, and some modern Languages, this is done by altering the termination,—as,

Dominus, gen. Domini, dat. Domino, &c.

1. What words retain the Plurals of their own Languages, the Hebrew, Greek, Latin, and French? 2. What words have no Plurals? 3. Are any words the same in both Numbers? 4. How many Cases are there, and what is their use? 5. How are Cases formed in many Languages.

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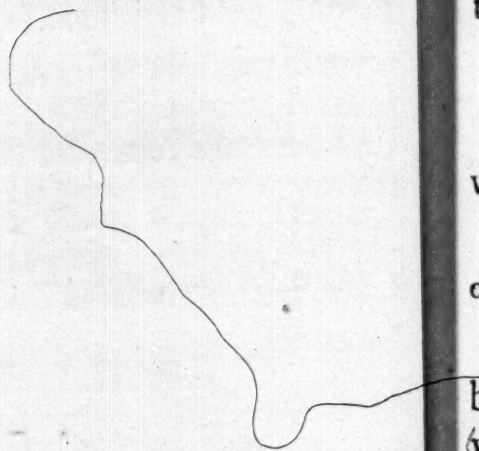
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(1) But in English the Cases are formed by the help of Prepositions,—as,

A Lord, *gen.* of a Lord, *dat.* to a Lord, &c.

(2) Except in the Genitive, which is often written with an apostrophe,—as,

Father, *gen.* of a Father, or Father's.—Children, *gen.* of Children, or Children's.

(3) The Nominative Case is generally found before the Verb, and answers to the question Who or What,—as,

God made all things.—Who made all things? *Ans.* God.

(4) The Genitive is known by the sign *of*, and answers to the question Whose?—as,

The Lord's Prayer—Whose Prayer? *Ans.* The Prayer of our Lord which he taught his Disciples.

(5) The Dative is expressed by the signs *to* or *for*, and answers to the question, To whom? or, For what?—as,

Christ gave a Prayer *to his Disciples*—to whom did Christ give a Prayer? *Ans.* To his Disciples.

1. How do we form them in English? 2. Is any Case formed without a Preposition? 3. Where and how do you find the Nominative Case? 4. How is the Genitive known? 5. How is the Dative expressed?

(1) The Accusative comes after the Verb, and answer to the question Whom? or What?—as,

Whom do I hear? *Ans.* I hear *the Preacher*. What do I believe? *Ans.* I believe *the Scriptures*.

(2) The Vocative is used in calling, addressing, or speaking to,—as

— *Universal Lord*, be bounteous still
To give us only good.

(3) The Ablative is known by the signs *by*, *with*, *from*, and *in*,—as,

Benevolence and good nature are enjoined us *by* our Religion.

OF GENDER.

(4) The GENDERS of NOUNS are three—the Masculine, the Feminine, and the Neuter.

(5) The Masculine denotes the Male Sex.

(6) The Feminine the Female Sex.

(7) The Neuter is of neither Gender, that is, excludes all consideration of Sex.

(8) Accordingly all Animals are either Masculine or Feminine.

(9) And all inanimate things, or things without life, are Neuter.

1. Where does the Accusative stand? 2. How is the Vocative known? 3. The Ablative? 4. How many Genders are there? 5. What does the Masculine denote? 6. The Feminine? 7. The Neuter? 8. Of what Genders are Animals? 9. Of what Gender are things without life.

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Examples.

(1) A Father	A Son	A Horse	<i>Masc.</i>
A Mother	A Daughter	A Hen	<i>Fem.</i>
A Table	A Book	A Pen	<i>Neut.</i>

(2) There are 3 ways of distinguishing the Masculine from the Feminine.

1st. (3) By altering the termination,—as

<i>Masc.</i>	<i>Fem.</i>
Actor	Actress
Duke	Duchess
Prince	Princess
Poet	Poetess
Lad	Laddeſs, contracted Laſs
Hero	Heroine
Executor	Executrix

2d. (4) By changing the word entirely, and then the Male is called by one name, which is Masculine, and the Female by another, which is Feminine, as

<i>Masc.</i>	<i>Fem.</i>
Brother	Sister
Uncle	Aunt
Son	Daughter
Boy	Girl

1. Give an Example of every one. 2. How many ways are there of forming Feminines? 3. What is the 1st? let each of you give an Example. 4. What is the second method of distinguishing the Masculine from the Feminine?

Bullock

Bull

Peacock

Heifer

Cow

Peahen

3d. (1) By the addition of another word significant of the sex, as

Masc.

A Male Child

A Man Servant

A He Goat

Fem.

A Female Child

A Maid Servant

A She Goat

DECLENSION OF NOUNS.

Examples with the Indefinite Article *a, an*,

(2) *Sing.**Nom.* a Dog,*Gen.* of a Dog or a Dog's,*Dat.* to a Dog,*Acc.* a Dog,*Voc.* o Dog,*Abl.* with a Dog.*Plur.**Nom.* Dogs,*Gen.* of Dogs,*Dat.* to Dogs,*Acc.* Dogs,*Voc.* o Dogs,*Abl.* with Dogs.(3) *Sing.**Nom.* an Eye,*Gen.* of an Eye,*Dat.* to an Eye,*Acc.* an Eye,*Voc.* o Eye,*Abl.* in an Eye,*Plur.**Nom.* Eyes,*Gen.* of Eyes,*Dat.* to Eyes,*Acc.* Eyes,*Voc.* o Eyes,*Abl.* in Eyes.

1. What is the third method? 2. Decline the Substantive *Dog* with the Indefinite Article? 3. Decline the Noun *Eye* with its proper Indefinite Article?

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Examples of the 1st and 2d Exceptions of Plurals with the Definite Article *the*,

(1) <i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i> the Church,	<i>Nom.</i> the Churches,
<i>Gen.</i> of the Church,	<i>Gen.</i> of the Churches,
<i>Dat.</i> to the Church,	<i>Dat.</i> to the Churches,
<i>Acc.</i> the Church,	<i>Acc.</i> the Churches,
<i>Voc.</i> o Church,	<i>Voc.</i> o Churches,
<i>Abl.</i> from the Church.	<i>Abl.</i> from the Churches.

(2) <i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i> the Man, [Man's	<i>Nom.</i> the Men, [Men's
<i>Gen.</i> of the Man, or the	<i>Gen.</i> of the Men, or the
<i>Dat.</i> to the Man,	<i>Dat.</i> to the Men,
<i>Acc.</i> the Man,	<i>Acc.</i> the Men,
<i>Voc.</i> o Man,	<i>Voc.</i> o Men,
<i>Abl.</i> by the Man.	<i>Abl.</i> by the Men.

Examples of the 3d Exception with both Articles.

(3) <i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i> a Cherry,	<i>Nom.</i> Cherries,
<i>Gen.</i> of a Cherry,	<i>Gen.</i> of Cherries,
<i>Dat.</i> to a Cherry,	<i>Dat.</i> to Cherries,
<i>Acc.</i> a Cherry,	<i>Acc.</i> Cherries,
<i>Voc.</i> o Cherry,	<i>Voc.</i> o Cherries,
<i>Abl.</i> with a Cherry.	<i>Abl.</i> with Cherries.

1. Decline the Substantive *Church* with the Definite Article.
2. Decline the Substantive *Man* with the same Article.
3. Decline the Substantive *Cherry* with the Indefinite Article.

(1) *Sing.*

Nom. the Day,
Gen. of the Day,
Dat. to the Day,
Acc. the Day,
Voc. o Day,
Abl. in the Day.

Plur.

Nom. the Days,
Gen. of the Days,
Dat. to the Days,
Acc. the Days,
Voc. o Days,
Abl. in the Days.

(2) *Note.* Adjectives admit of no variation of Cases, and may be declined with their Substantives in the following manner :

(3) *Sing.*

Nom. a green Leaf,
Gen. of a green Leaf,
Dat. to a green Leaf,
Acc. a green Leaf,
Voc. o green Leaf,
Abl. with a green Leaf.

Plur.

Nom. green Leaves,
Gen. of green Leaves,
Dat. to green Leaves,
Acc. green Leaves,
Voc. o green Leaves,
Abl. with green Leaves.

(4) *Sing.*

Nom. the little Mouse,
Gen. of the little Mouse,
Dat. to the little Mouse,
Acc. the little Mouse,
Voc. o little Mouse,
Abl. by the little Mouse.

Plur.

Nom. the little Mice,
Gen. of the little Mice,
Dat. to the little Mice,
Acc. the little Mice,
Voc. o little Mice,
Abl. by the little Mice.

1. Decline *Day* with the Definite Article. 2. Have Adjectives any variation of Cases? 3. Decline the Substantive *Leaf* with the Adjective *Green*. 4. Decline the Substantive *Mouse* with the Adjective *Little*.

 The learner may also be desired to give a Rule for the Plurals of all these Substantives.

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CHAPTER IV.

Of the COMPARISON of ADJECTIVES.

(1) **A**DJECTIVES have two Steps or Degrees of Comparison, the COMPARATIVE and the SUPERLATIVE.

(2) Observe, the Adjective before it is compared is called the POSITIVE, as
Wise, Short.

(3) The Comparative increases or lessens the power of the Adjective, and is formed by adding *r* or *er* to the Positive, as of *wise* is formed *wiser*, and of *short*, *shorter*.

(4) But in words of more than two Syllables the Comparative is generally made by the Positive and the word *more*, as

Bountiful, *comp.* more bountiful.

Excellent, *comp.* more excellent.

1. How many Degrees of Comparison are there? 2. What is the Adjective called before it is compared? 3. How is the Comparative formed? 4. How is the Comparative formed in words of more than two Syllables?

(1) The Superlative increases or diminishes the signification of the Adjective to the greatest degree, and is formed by adding *st* or *est* to the Positive, as of *wise* is formed *wisest*, and of *short*, *shortest*.

(2) But in words of more than two Syllables the Superlative is formed by the Positive, and the word *most*, as

Fortunate, *superl.* most fortunate.

Elegant, *superl.* most elegant.

(3) *Note.*—If the word end in *y*, the letter *y* is changed into *i* in the Comparative and Superlative, as

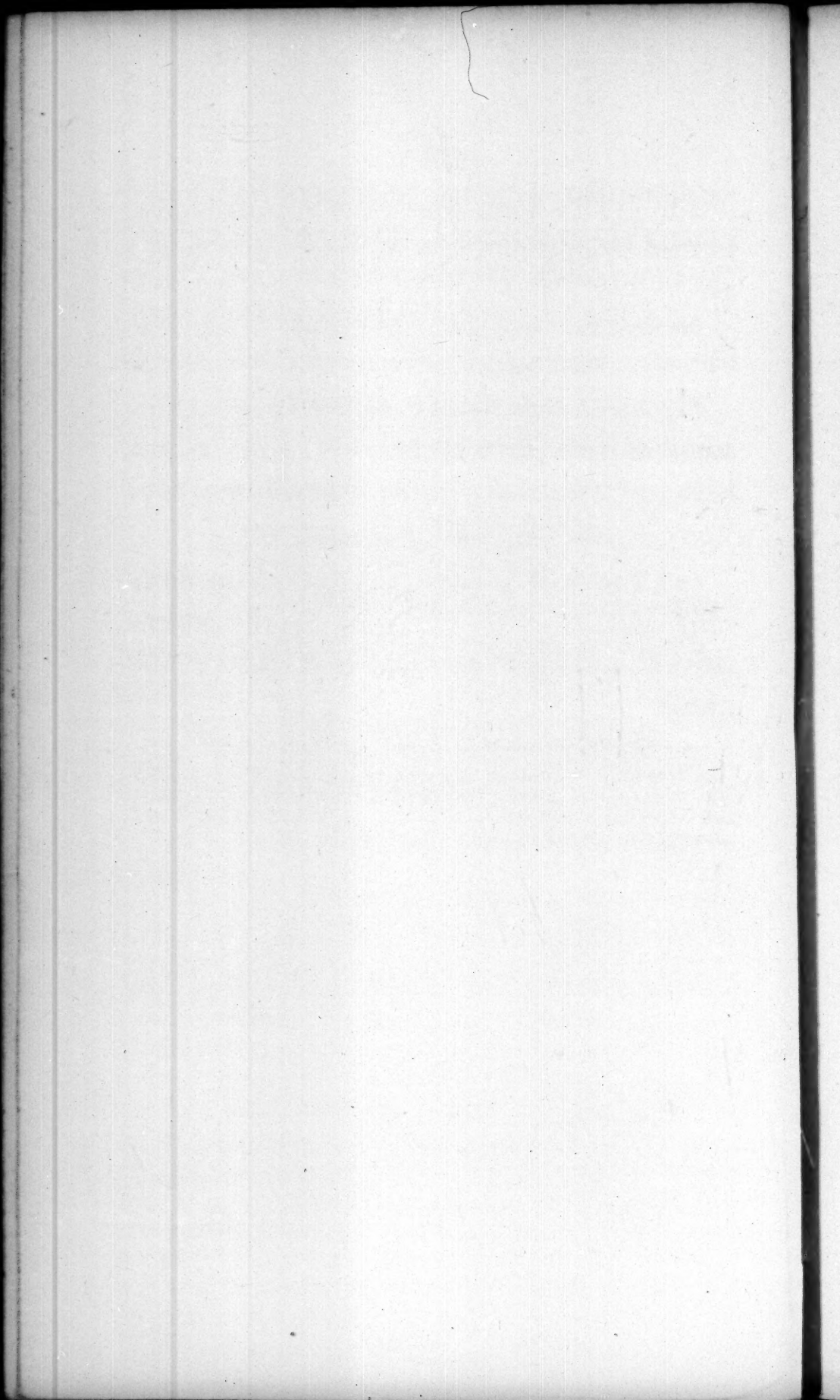
Happy, *comp.* happier, *superl.* happiest.

Exceptions.

1st. Some Adjectives are compared irregularly, as

	<i>Pos.</i>	<i>Comp.</i>	<i>Superl.</i>
(4)	Good,	better,	best,
	Bad,	worse,	worst,
	Much,	more,	most,
	Little,	less,	least,
	Near,	nearer,	nearest or next,
	Late,	later,	latest or last.

1. How is the Superlative formed? 2. In words of more than two Syllables how is it formed? 3. If the word ends in *y* as *lovely*, how do you spell the Comparative? 4. What Adjectives are compared regularly?



2d. (1) In some words the Superlative is formed by putting the word *most* *after* them, as

Nethermost, uttermost, undermost, uppermost, foremost, utmost, &c.

(2) Some Adjectives from their very nature admit of no increase or decrease, and therefore have no Comparative or Superlative, as

All, each, square, thousand, &c.

(3) To which may be added, such words as *chief* and *extreme*, which are already Superlatives, and therefore admit of no further increase.

1. Some words form the Superlative by taking the word *most* after them—which are they? 2. Have all Adjectives a Comparative and Superlative degree? 3. Can we properly say *chiefest* and *extremest*.

CHAPTER V.



OF PRONOUNS.

(1) **T**HERE are three sorts of PRONOUNS, PRONOUNS SUBSTANTIVE, PRONOUNS ADJECTIVE, and PRONOUNS RELATIVE.

(2) The Pronouns Substantive are *I, thou, he, she, it, we, ye, they*, and these like other Substantives, declare their own meaning without the help of any other word, as

He said it, and we believe him.

(3) The Pronouns Adjective are *my, thy, our, your, and their*, which, like other Adjectives, have no meaning unless they are joined to a Substantive, as

My courage and her beauty.

(4) The Pronouns Relative are *who, which, and that*, and are called *relative* because they

1. How many sorts of Pronouns are there? 2. Which are the Pronouns Substantive? 3. The Pronouns Adjective? 4. The Pronouns Relative?

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relate to some Noun going before, which is therefore called the *Antecedent*, as

The Man who came from London.

The Woman whom I saw yesterday.

The Trees which stand in the Church-yard.

The Horse which ran so swiftly.

(1) According to which examples it may be observed, that *who* is always applied to persons, and *which* to animals and things without life.

(2) There are some other words which partake of the nature both of a Pronoun and an Adjective, and are therefore called *Pronominal Adjectives*, as

This, that, other, some, one, none,
and also the words

Each, every, either, neither, whether, and the same.

(3) The Pronouns are often joined to the words *self* and *own*, as

Myself, thyself, himself, herself, it'self, ourselves, yourselves, themselves, and my own, thy own, his own, her own, it's own, our own, your own, their own.

and sometimes to both these words at once, as

My own self, thy own self, his own self, &c.

1. What do you observe in these examples? 2. What other words are there like Pronouns? 3. Are the Pronouns joined to any particular words?

DECLENSION OF PRONOUNS.

(1) *Sing.*

Nom. I,
Gen. of me, or mine,
Dat. to me,
Acc. me,
Voc. —
Abl. by me.

Plur.

Nom. We,
Gen. of us, or our's,
Dat. to us,
Acc. us,
Voc. —
Abl. by us.

(2) *Sing.*

Nom. Thou,
Gen. of thee, or thine,
Dat. to thee,
Acc. thee,
Voc. o thou,
Abl. with thee.

Plur.

Nom. Ye, or you,
Gen. of you, or your's,
Dat. to you,
Acc. you,
Voc. o ye, or you,
Abl. with you.

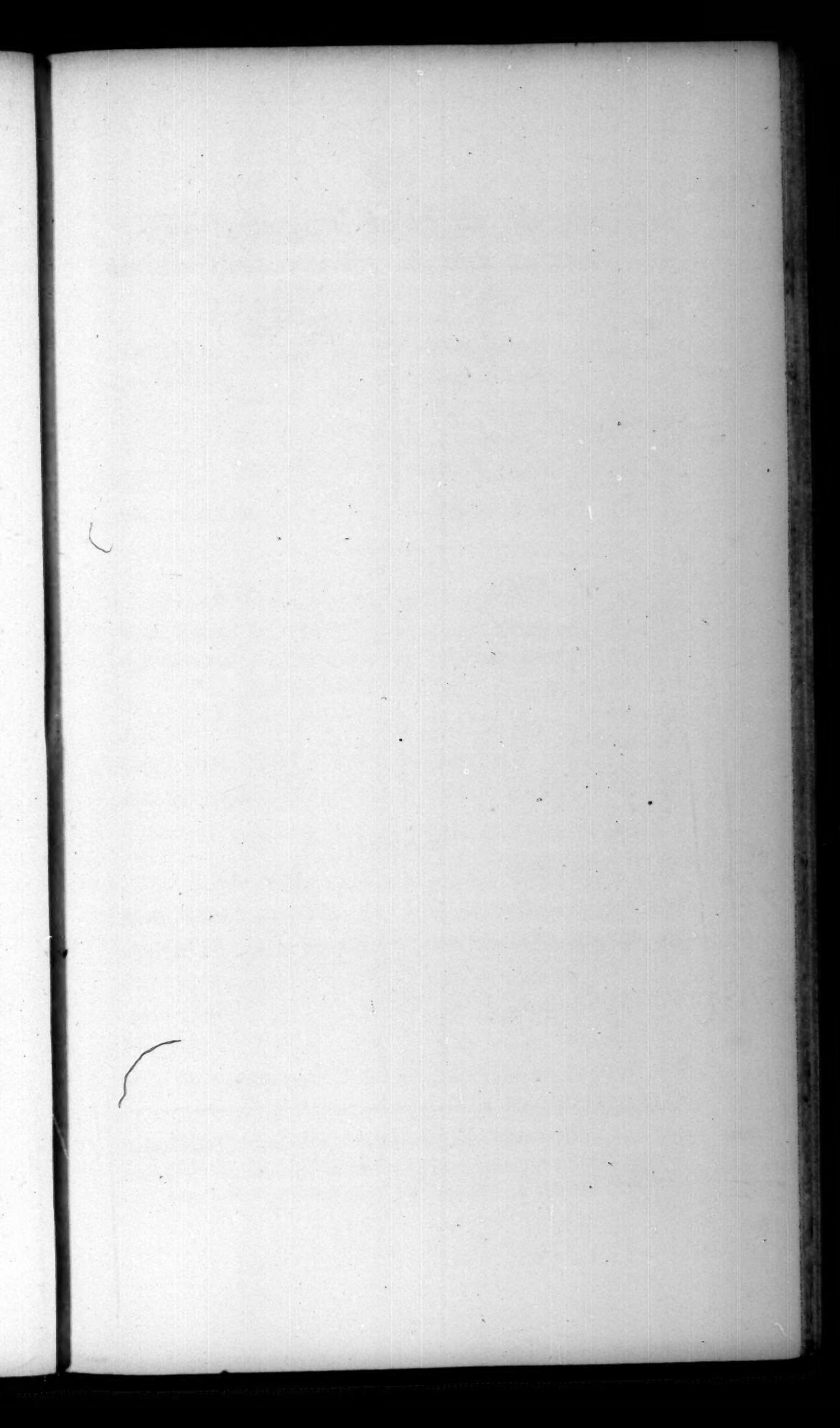
(3) *Sing.*

Nom. He, she, it,
Gen. of him, her, it, or
 his, her's, it's,
Dat. to him, her, it,
Acc. him, her, it,
Voc. —
Abl. from him, her it.

Plur.

Nom. They,
Gen. of them, or their's
Dat. to them,
Acc. them,
Voc. —
Abl. from them.

1. Decline the Pronoun Substantive I 2. Decline the Pronoun Substantive Thou 3. Decline the Pronouns He, She, and It, together.



The Pronominal Adjectives *this* and *that*, and the Relative *who*, are thus declined.

(1) <i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i> This,	<i>Nom.</i> These,
<i>Gen.</i> of this,	<i>Gen.</i> of these,
<i>Dat.</i> to this,	<i>Dat.</i> to these,
<i>Acc.</i> this,	<i>Acc.</i> these,
<i>Voc.</i> —	<i>Voc.</i> —
<i>Abl.</i> with this.	<i>Abl.</i> with these.

<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i> That,	<i>Nom.</i> Those,
<i>Gen.</i> of that,	<i>Gen.</i> of those,
<i>Dat.</i> to that,	<i>Dat.</i> to those,
<i>Acc.</i> that,	<i>Acc.</i> those,
<i>Voc.</i> —	<i>Voc.</i> —
<i>Abl.</i> in that.	<i>Abl.</i> in those.

(2) <i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i> Who,	<i>Nom.</i> Who,
<i>Gen.</i> of whom, or whose,	<i>Gen.</i> of whom, or whose,
<i>Dat.</i> to whom,	<i>Dat.</i> to whom,
<i>Acc.</i> whom,	<i>Acc.</i> whom,
<i>Voc.</i> —	<i>Voc.</i> —
<i>Abl.</i> by whom.	<i>Abl.</i> by whom.

1. Decline the Pronominal Adjectives *this* and *that*.
2. Decline the Relative *who*.

(1) In the same manner is declined *whoever*.

(2) *What* is compounded of *that* and *which*.

(3) *Which* and *what* with their compounds *whichever* and *whatever*, have no variation in Case or Number.

(4) *Each*, *either*, *neither*, and the Pronoun *whether**, also *any*, *none*, *some*, and *the same*, are declined without altering the termination.

(5) *Other* has a Plural Number when it is used without a Substantive, and (6) *One* † is often used in the Genitive case.

* Note. *Each*, *either*, *neither*, and *whether*, should never be applied to more than *two* persons or things, that is, it is inaccurate to say, "either of the three."

† This word has a general signification like the French word *on*, to which it bears a near resemblance in another respect; *one*, however, seems to refer to the speaker more than *on*, as, "one is apt to flatter one's self."

1. Decline the compound *whoever*. 7. Is *what* a compound word? 3. How are *which* and *what* declined? 4. How are *each*, *either*, *neither*, *whether*, *any*, *none*, *some*, and *the same* declined? 5. How is *other* declined? 6. Has *one* any variation of case?

CHAPTER VI.

OF VERBS.

(1) **V**ERBS have two Voices, the Active and the PASSIVE.

(2) A Verb is of the *Active* voice when it expresses an *action*, as

I hold the Pen.

(3) A Verb is of the *Passive* voice when it expresses a *suffering*, or receiving of an action, as

The Pen is made.

(4) Active Verbs are of two sorts, TRANSITIVE and INTRANSITIVE.

(5) A Verb is called *transitive* when the action *passes on* to some object, as

I bring ——— What? ——— the Book.

Therefore *to bring* is a Verb Transitive.

1. How many voices have Verbs? 2. When is a Verb of the Active voice? 3. When is a Verb of the Passive voice? 4. How many sorts of Active Verbs are there? 5. What is a Verb Transitive?

(1) When the action does *not pass on* to any other word, the Verb is called *intransitive*, or *neuter**, as

He sleeps ——— What ?

There is no answer, because the action is complete, therefore *to sleep* is a Verb Intransitive.

(2) Note. In the conjugating and declining of Verbs are used the following terms: Moods, Tenses, Numbers, and Persons.

OF MOODS.

(3) There are five MOODS or MANNERS of expressing an action :

The Indicative, the Imperative, the Potential, the Subjunctive, and the Infinitive.

(4) The Indicative simply declares an action,—as

I read.

(5) The Imperative commands, intreats, or advises, as

Read your lesson,—teach me to read it,—let us begin.

* *Vide Lowth, p. 61, and Note.*

1. A Verb Intransitive? 2. What terms are used in the conjugating and declining of Verbs? 3. How many Moods are there? 4. What does the Indicative declare? 5. What is the use of the Imperative?

(1) The Potential signifies power or duty, and is known by the signs *may, can, might, would, could, and should*,—as

I may come. We should learn.

(2) The Subjunctive is so called because it is joined to some other word signifying doubt and uncertainty, as

If I be at home, I shall see you.

(3) The Infinitive simply expresses an action without confining it either to number or person, as,

To love. To please. To admire.

OF TENSES.

(4) TENSE signifies Time, that is, the time in which an action takes place.

(5) There are six Tenses, or Times, belonging to English Verbs :

The Present, the Preterimperfect, the first Future, the Preterperfect, the Preterpluperfect, and the second Future.

(6) The Present Tense speaks of an action now doing, but not done, as

I write, or I am writing a letter.

-
1. What does the Potential signify? 2. What is the meaning of the Subjunctive? 3. What does the Infinitive express? 4. What is the meaning of Tense? 5. How many Tenses are there? 6. What does the Present Tense speak of?

(1) The Preterimperfect denotes a past, but unfinished action, as

I was writing when you came in.

(2) The first Future declares that an action to be doing hereafter, as

I shall write a letter to-morrow.

(3) The Preterperfect marks an action which is passed, and also complete, as

I wrote, or have written a letter to-day.

(4) The Preterpluperfect expresses that an action was completely finished before a time which is also past, as

I had written the letter when the servant came.

(5) The second Future, or Future-Perfect, speaks of an action which is to be begun and completed hereafter, as

I shall have written my letter then.

OF NUMBERS AND PERSONS.

(5) Verbs have two NUMBERS in each Tense, corresponding to the two Numbers of Nouns, and three Persons in each Number

-
1. What does the Preterimperfect denote? 2. What does the first Future denote? 3. What does the Preterperfect mark? 4. What does the Preterpluperfect express? 5. What does the second Future speak of? 6. How many Numbers and Persons have Verbs?

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answering to the Pronouns *I, thou, he*, in the Singular, and in the Plural to *we, ye, they**, as

- (1) SINGULAR, 1. I hear,
2. Thou hearest,
3. He heareth,

which is now pronounced and written *He hears*.

- PLURAL, 1. We hear,
2. Ye, or you hear,
3. They hear.

(2) Observe. Verbs called IMPERSONALS are those which are declined only in the third person of the Singular Number with the Pronoun *it*, as

It rains. It has rained. It will rain.

OF THE AUXILIARY VERBS.

(3) In order to form the different Moods and Tenses of an action, we make use of AUXILIARY, OR ASSISTANT VERBS.

(4) The Auxiliary Verbs are seven: *have, be, do, shall, will, may, and can*.

* Note.—These Pronouns are never omitted before a Verb as they are in Latin, for as English Verbs have very few variations, the Pronoun serves to mark the *Number and Person*.

-
1. Decline a Tense of the Verb *I hear* with its Pronouns?
2. What are Verbs Impersonal? 3. How do we express the different Moods and Tenses? 4. How many Auxiliary Verbs are there?

Auxiliaries of the Present Tense.

(1) SING. I do, thou doest, or dost, he doeth, doth, or does.

PLUR. We do, you do, they do.

(2) SING. I may, thou mayest, or may'st, he may.

PLUR. We may, you may, they may.

(3) SING. I can, thou cannest, or can'st, he can.

PLUR. We can, you can, they can.

Preterperfect Tenses of the same Verbs, used as Auxiliaries to form the Past Tenses of other Verbs.

(4) SING. I did, thou didest, or did'st, he did.

PLUR. We did, you did, they did.

(5) SING. I might, thou mightest or might'st, he might,

PLUR. We might, you might, they might.

(6) SING. I could, thou couldest, or could'st, he could.

PLUR. We could, you could, they could.

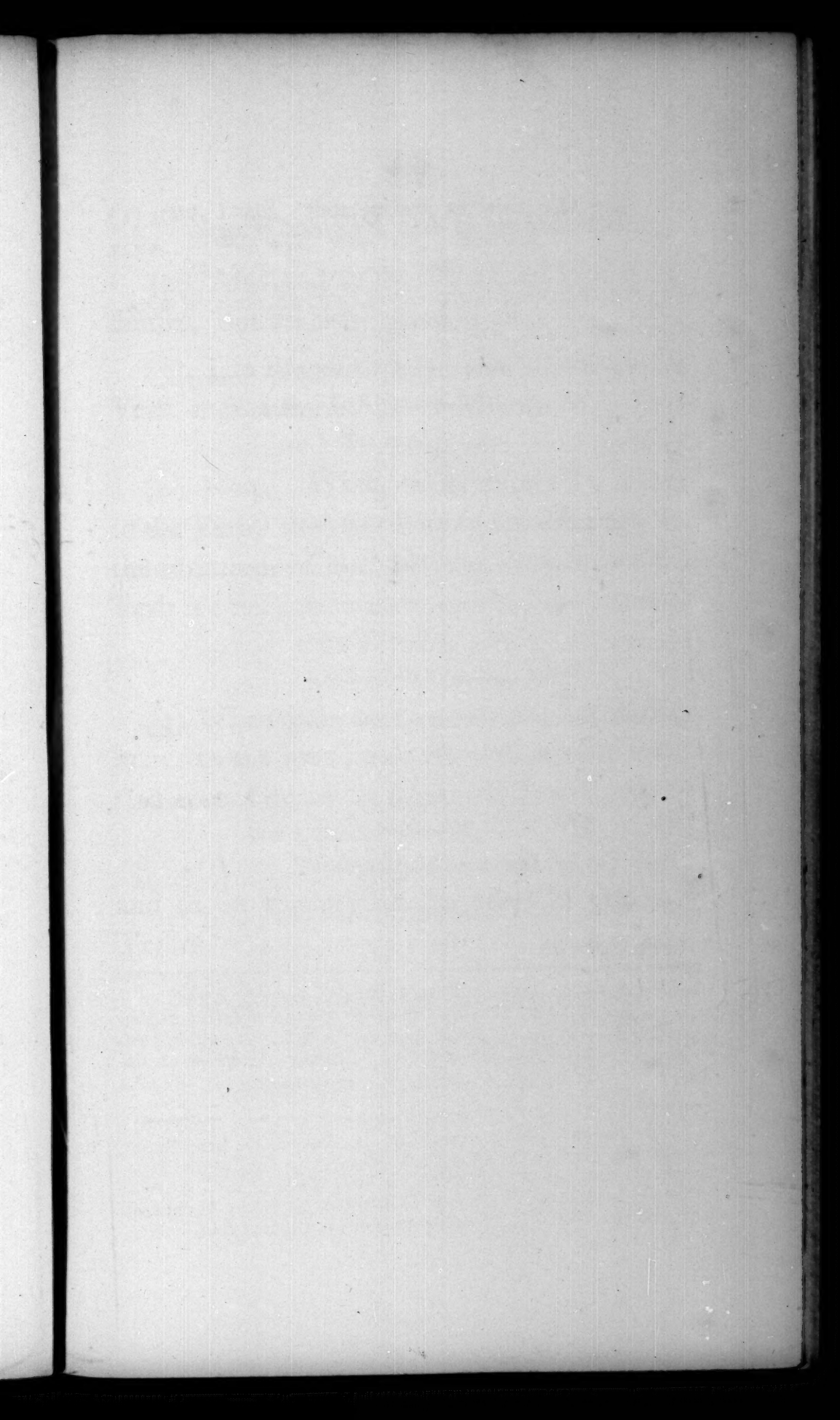
(7) In the same manner are declined, *should* and *would*, the Preterperfects of *shall* and *will*, which are the

Auxiliaries of the Future Tense.

(8) SING. I shall, thou shallest, or shal't, he shall.

PLUR. We shall, you shall, they shall.

1. Decline the Present Tense of *do*. 2. Decline the same Tense of *may*. 3. Decline the same Tense of *can*. 4. Decline the Preterperfect Tense of *do*. 5. Decline the same Tense of *may*. 6. Decline the same Tense of *can*. 7. What other Auxiliary Verbs are declined like these? 8. Decline the Present Tense of *shall*.



Auxiliaries of the Present Tense.

(1) SING. I do, thou doest, or dost, he doeth, doth, or does.

PLUR. We do, you do, they do.

(2) SING. I may, thou mayest, or may'st, he may.

PLUR. We may, you may, they may.

(3) SING. I can, thou cannest, or can'st, he can.

PLUR. We can, you can, they can.

Preterperfect Tenses of the same Verbs, used as Auxiliaries to form the Past Tenses of other Verbs.

(4) SING. I did, thou didest, or did'st, he did.

PLUR. We did, you did, they did.

(5) SING. I might, thou mightest or might'st, he might.

PLUR. We might, you might, they might.

(6) SING. I could, thou couldest, or could'st, he could.

PLUR. We could, you could, they could.

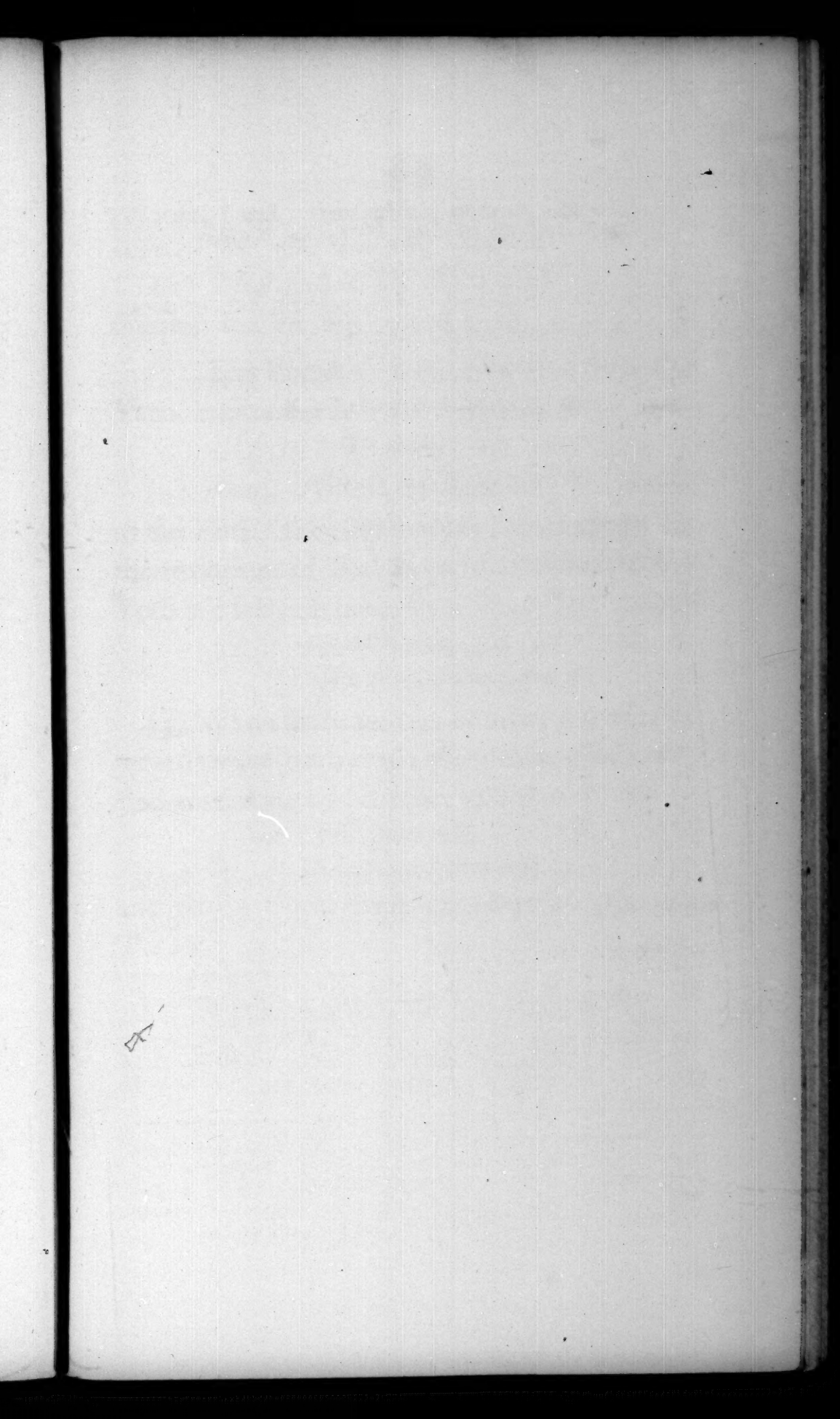
(7) In the same manner are declined, *should* and *would*, the Preterperfects of *shall* and *will*, which are the

Auxiliaries of the Future Tense.

(8) SING. I shall, thou shallest, or shal't, he shall.

PLUR. We shall, you shall, they shall.

1. Decline the Present Tense of *do*. 2. Decline the same Tense of *may*. 3. Decline the same Tense of *can*. 4. Decline the Preterperfect Tense of *do*. 5. Decline the same Tense of *may*. 6. Decline the same Tense of *can*. 7. What other Auxiliary Verbs are declined like these? 8. Decline the Present Tense of *shall*.



(1) SING. I will, thou willest, or wil't, he will.
 PLUR. We will, you will, they will.

(2) *Must* and *let* are often used like Auxiliaries, but are not varied at all.

(3) The Preposition *to*, placed before the Verb, makes the Infinitive Mood, as
 To read.

(4) Note. When an Auxiliary is joined to the Verb, the Auxiliary goes through all the variations of Number and Person, and the Verb it's self continues invariably the same, as

I *am* reading.

Thou *art* reading, &c.

(5) When there are two or more Auxiliaries joined to the Verb, the first of them only is varied according to Number and Person, as

I *should* have read,

Thou *should'st* have read.

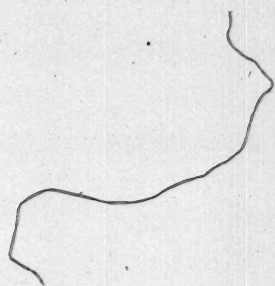
and so on through all the other Moods and Tenses.

1. Decline the same Tense of *will*. 2. What other words are used in the same manner as Auxiliaries? 3. What is the sign of the Infinitive Mood? 4. When an Auxiliary is used with a Verb, which of them is varied? 5. When two Auxiliaries are used, which of those Auxiliaries is varied?

The Auxiliary Verb to have, is thus conjugated and declined.

	Indicat.	Imperat.	Poten. or Subj.	Infinit.	Particip.
Pres.	I have	Let me have	I may have	To have	Having
P. Imp.	I was having		I might have		
1st. Fut.	I shall have			To be about to have	About to have
P. Perf.	I had		I may have had	To have had	Had or having had
P. Plup.	I had had		I would have had		
2d. Fut	I shall have had				

Conjugate the Auxiliary Verb to have.



Indicative Mood.

(1) PRESENT TENSE.

SINGULAR.

I have,
Thou hast,
He has.

PLURAL.

We have,
You have,
They have.

(2) PRETERIMPERFECT TENSE. SIGN *was*.

SINGULAR.

I was having,
Thou wast having,
He was having

PLURAL.

We were having,
You were having,
They were having.

FIRST FUTURE TENSE. SIGNS *shall, will*.

SINGULAR.

I shall *or* will have,
Thou shalt *or* wilt have,
He shall *or* will have.

PLURAL.

We shall *or* will have,
You shall *or* will have,
They shall *or* will have.

PRETERPERFECT TENSE. SIGN *have*.

SINGULAR.

I had *or* have had,
Thou had'st *or* hast had,
He had *or* has had.

PLURAL.

We had *or* have had,
You had *or* have had,
They had *or* have had.

PRRETERPLUPERFECT TENSE. SIGN *had*.

SINGULAR.

I had had,
Thou had'st had,
He had had.

PLURAL.

We had had,
You had had,
They had had.

1. Decline the Present Tense of the Indicative Mood of the Verb *to have*. 2. The Preterimperfect, &c. &c.

SECOND FUTURE TENSE. SIGN *shall have*.

SINGULAR.

I shall have had,
Thou shalt have had,
He shall have had.

PLURAL.

We shall have had,
You shall have had,
They shall have had.

Imperative Mood.

PRESENT TENSE.

SINGULAR.

Let me have,
Have thou *or* do thou have,
Let him have.

PLURAL.

Let us have,
Have you *or* do you have,
Let them have.

Potential Mood.

PRESENT TENSE. SIGNS *may, can*.

SINGULAR.

I may *or* can have,
Thou may'st *or* can'st have,
He may *or* can have.

PLURAL.

We may *or* can have,
You may *or* can have,
They may *or* can have.

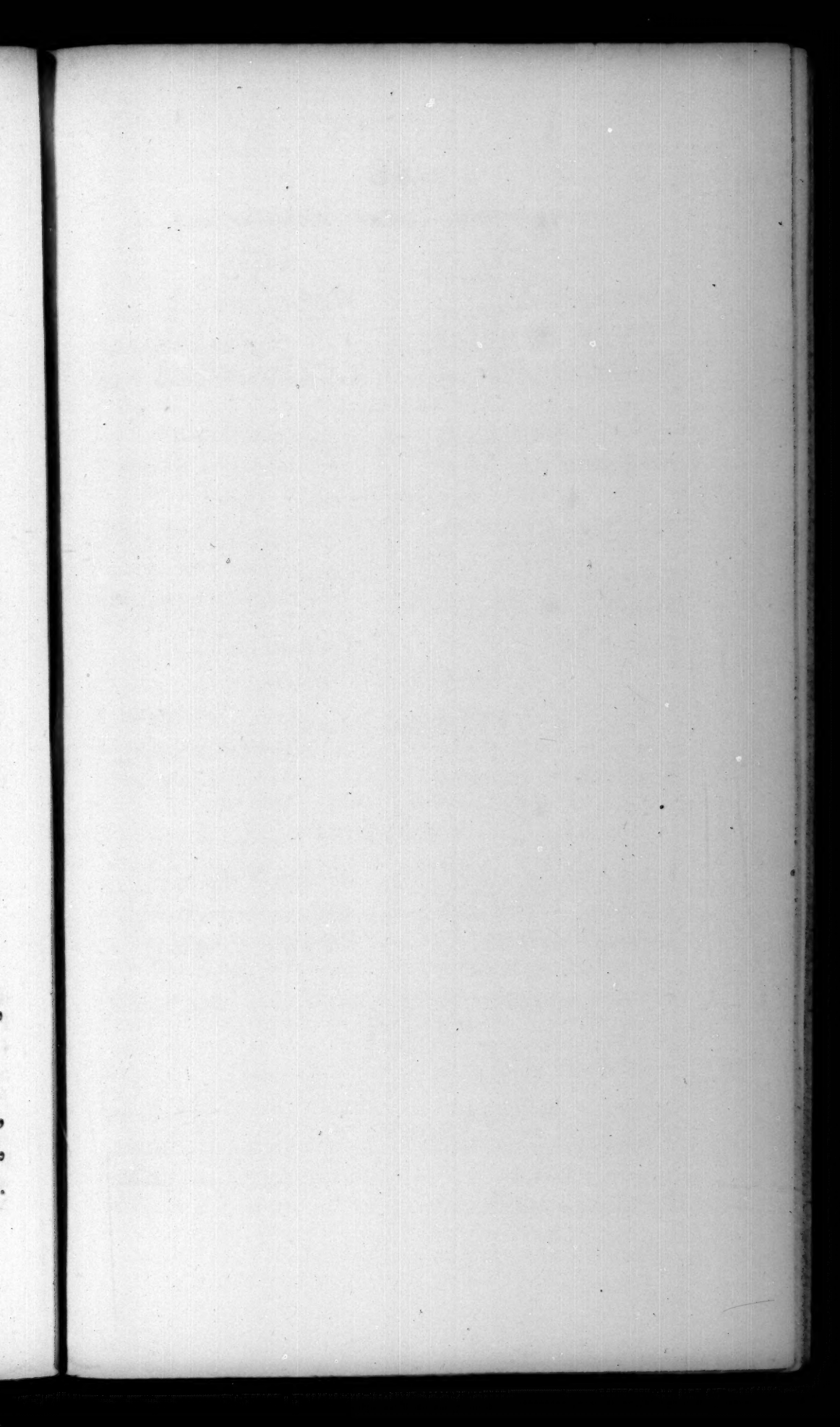
PRETERIMPERFECT TENSE. SIGNS *might, could, would, AND should*.

SINGULAR.

I might *or* could have,
Thou might'st *or* could'st
have,
He might *or* could have.

PLURAL.

We might *or* could have,
You might *or* could have,
They might *or* could have.



PRETERPERFECT TENSE. SIGN *may have*.

SINGULAR.

I may have had,
Thou may'st have had,
He may have had.

PLURAL.

We may have had
You may have had,
They may have had.

PRETERPLUPERFECT TENSE. SIGNS *might, could, would, should have*.

SINGULAR.

I should *or* would have
had,
Thou should'st *or* would'st
have had,
He should *or* would have
had,

PLURAL.

We should *or* would have
had,
You should *or* would have
had,
They should *or* would
have had.

Infinitive Mood.*

PRESENT,

To have.

PRETERPERFECT,

To have had.

FUTURE,

To be about to have.

Participles.†

The PRESENT TENSE,

Having.

The FUTURE,

About to have.

The PRETERPERFECT,

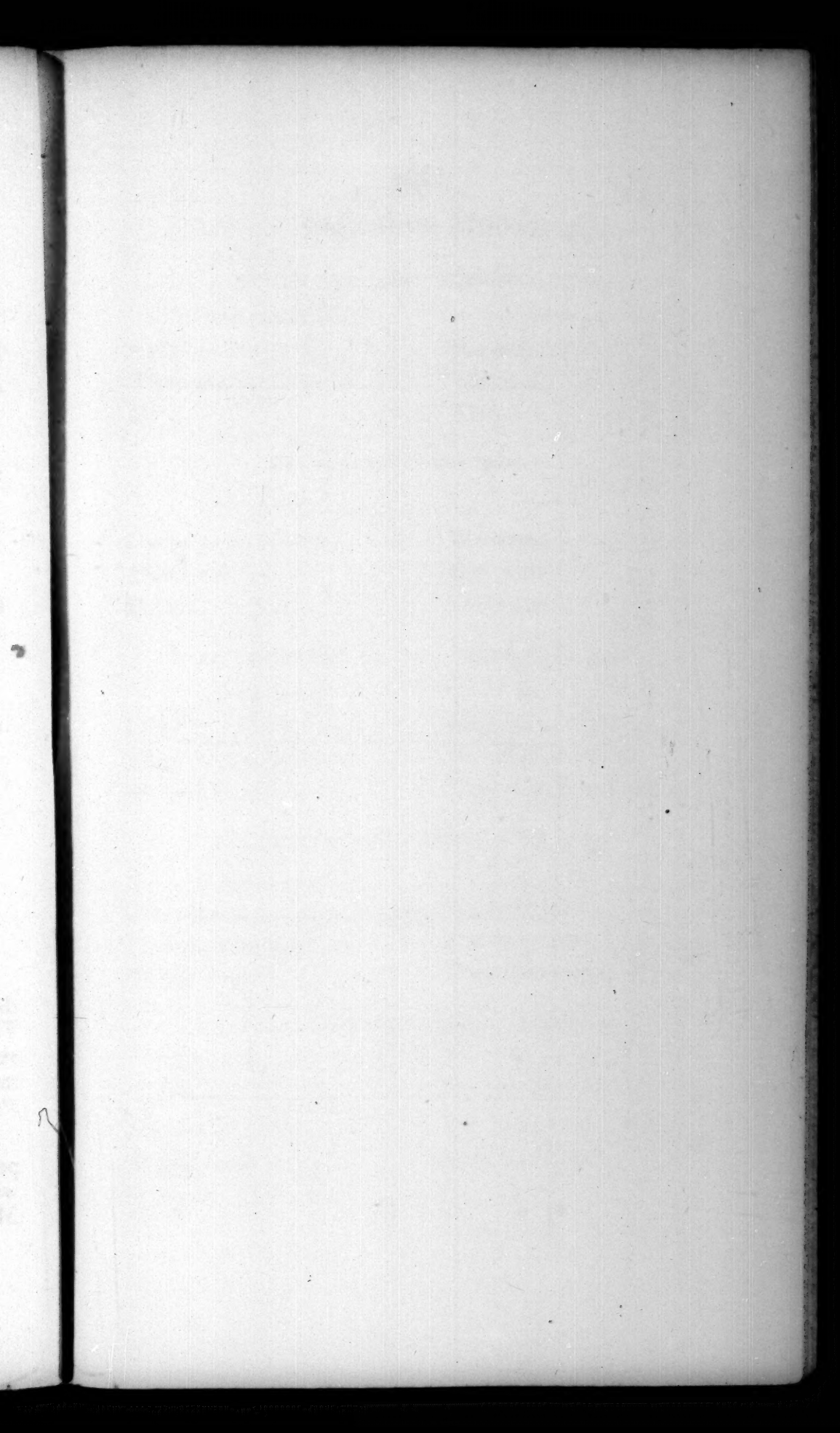
Had *or* having had.

* The forms *to be about* and *being about* which are set down in the Future of the Infinitive Mood, and in the Future Participle, are in the language of common conversation, *to be going* and *being going to have*. Harris makes use of the same expression to form his *Inceptive Present*—*I am going to write*.

† The Participle, being part of the Verb, cannot properly be excluded from this *scheme* of the Verb, add to which, that Lowth certainly considered it as a distinct Mood.—*Vide p. 67.*

The Auxiliary Verb to be, is thus conjugated and declined.

	Indicat.	Imperat.	Poten. or Subj.	Infinit.	Particip.
Pres.	I am,	Let me be	I may be	To be	Being
P. Imp.	I was,		I might be		
1st. Fut.	I shall be			To be about to be	About to be
P. Perf.	I have been		I may have been	To have been	Been or having been
P. Plup.	I had been		I should have been		
2d. Fut.	I shall have been				



Indicative Mood.

PRESENT TENSE.

SINGULAR.

I am,
Thou art,
He is.

PLURAL.

We are,
You are,
They are.

PRETERIMPERFECT TENSE.

SINGULAR.

I was,
Thou wast,
He was.

PLURAL.

We were,
You were,
They were.

FIRST FUTURE TENSE. SIGNS *shall, will*.

SINGULAR.

I shall *or* will be,
Thou shalt *or* will be,
He shall *or* will be.

PLURAL.

We shall *or* will be,
You shall *or* will be,
They shall *or* will be.

PRETERPERFECT TENSE. SIGN *have*.

SINGULAR.

I have been,
Thou hast been,
He has been.

PLURAL.

We have been,
You have been,
They have been.

PRETERPLUPERFECT TENSE. SIGN *had*.

SINGULAR.

I had been,
Thou hadst been,
He had been.

PLURAL.

We had been,
You had been,
They had been

SECOND FUTURE TENSE. SIGN *shall have.*

SINGULAR.

I shall have been,
Thou shalt have been.
He shall have been.

PLURAL.

We shall have been,
You shall have been,
They shall have been.

Imperative Mood.

PRESENT TENSE.

SINGULAR.

Let me be,
Be thou,
Let him be.

PLURAL.

Let us be,
Be you *or* do you be,
Let them be.

Potential Mood.

PRESENT TENSE. SIGNS *may, can.*

SINGULAR.

I may *or* can be,
Thou may'st *or* can'st be,
He may *or* can be.

PLURAL.

We may *or* can be,
You may *or* can be,
They may *or* can be.

PRETERIMPERFECT TENSE. SIGNS *might, could, would, should.*

SINGULAR.

I might *or* could be,
Thou might'st *or* could'st
be,
He might *or* could be.

PLURAL.

We might *or* could be,
You might *or* could be,
They might *or* could be.

19

5

PRETERPERFECT TENSE. SIGN *may have*.

SINGULAR.

I may have been,
Thou may'st have been,
He may have been.

PLURAL.

We may have been,
You may have been,
They may have been.

PRETERPLUPERFECT TENSE. SIGNS *might, could, would, should have*.

SINGULAR.

I should *or* would have
been,
Thou should'st *or* would'st
have been,
He should *or* would have
been.

PLURAL.

We should *or* would have
been,
You should *or* would have
been,
They should *or* would
have been.

Infinitive Mood.

PRESENT,
PRETERPERFECT,
FUTURE,

To be.
To have been.
To be about to be.

Participles

Of the PRESENT TENSE,
Of the PRETERPERFECT,
Of the FUTURE,

Being.
Been.
About to be.

OF THE CONJUGATIONS OF VERBS.

(1) There are three Conjugations of Verbs in English, distinguished by the last letter of the Passive Participle.

(2) The Characteristic or distinguishing Letters are *d*, *t*, and *n*.

(3) The Characteristic Letter of the first Conjugation is *d*, as

To rule. *part.* ruled.

(4) The Characteristic Letter of the second Conjugation is *t*, as

To seek. *part.* fought.

(5) The Characteristic Letter of the third Conjugation is *n*, as

To take. *part.* taken.

-
1. How many Conjugations of Verbs are there in English? 2. What are the Characteristic letters? 3. What is the Characteristic letter of the first Conjugation? 4. The second? 5. The third?

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First Conjugation.

The Verb to rule, is thus conjugated and declined.

	Indicat.	Imperat.	Poten. or Subj.	Infinit.	Particip.
Pres.	I rule	Let me rule	I may rule	To rule	Ruling
Imp.	I was ruling		I might rule		
1st Fut.	I shall rule			To be about to rule	About to rule
P. Perf.	I have ruled		I may have ruled	To have ruled	Ruled or having ruled
P. Plup.	I had ruled		I should have ruled		
2d Fut.	I shall have ruled				

Conjugate the Verb to rule.

Indicative Mood.

PRESENT TENSE. SIGNS *do, am.*

SINGULAR.

PLURAL.

I rule, am ruling, *or* do
rule,Thou rulest, art ruling,
or dost rule,He rules, is ruling, *or*
does rule.We rule, are ruling, *or*
do ruleYou rule, are ruling, *or*
do ruleThey rule, are ruling, *or*
do rulePRETERIMPERFECT TENSE. SIGN *was.*

SINGULAR.

PLURAL.

I was ruling,
Thou wast ruling,
He was ruling.We were ruling,
You were ruling,
They were ruling.FIRST FUTURE TENSE. SIGNS *shall, will.*

SINGULAR.

PLURAL.

I shall *or* will rule,
Thou shalt *or* wilt rule,
He shall *or* will rule.We shall *or* will rule,
You shall *or* will rule,
They shall *or* will rule.PRETERPERFECT TENSE. SIGNS *have, did.*

SINGULAR.

PLURAL.

I ruled, have ruled, *or*
did rule,
Thou ruled'st, hast ruled,
or didst rule,
He ruled, has ruled, *or*
did rule.We ruled, have ruled, *or*
did rule,
You ruled, have ruled, *or*
did rule,
They ruled, have ruled, *or*
did rule.

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PRETERPLUPERFECT SENSE. SIGN *had*.

SINGULAR.

I had ruled,
Thou hadst ruled,
He had ruled.

PLURAL.

We had ruled,
You had ruled,
They had ruled.

SECOND FUTURE TENSE. SIGN *shall have*.

SINGULAR.

I shall have ruled,
Thou shalt have ruled,
He shall have ruled.

PLURAL.

We shall have ruled,
You shall have ruled,
They shall have ruled.

Imperative Mood.

PRESENT TENSE.

SINGULAR.

Let me rule,
Rule thou,
Let him rule.

PLURAL.

Let us rule,
Rule you,
Rule they *or* let them rule.

Potential Mood.

PRESENT TENSE. SIGNS *may, can*.

SINGULAR.

I may *or* can rule,
Thou may'st *or* can'st rule,
He may *or* can rule.

PLURAL.

We may *or* can rule,
You may *or* can rule,
They may *or* can rule.

PRETERIMPERFECT TENSE. SIGNS *might, could, would,*
and *should.*

SINGULAR.

PLURAL.

I might *or* could rule,
Thou might'st *or* could'st
rule,
He might *or* could rule.

We might *or* could rule,
You might *or* could rule,
They might *or* could
rule.

PRETERPERFECT TENSE. SIGN *may have.*

SINGULAR.

PLURAL.

I may have ruled,
Thou may'st have ruled,
He may have ruled.

We may have ruled,
You may have ruled,
They may have ruled.

PRETERPLUPERFECT TENSE. SIGNS *might, could, would,*
should have.

SINGULAR.

PLURAL.

I should *or* would have
ruled
Thou should'st *or* would'st
have ruled,
He should *or* would have
ruled.

We should *or* would have
ruled,
You should *or* would have
ruled,
They should *or* would
have ruled.

Infinitive Mood.

PRESENT TENSE,

To rule.

PRETERPERFECT TENSE,

To have ruled.

FUTURE TENSE,

To be about to rule.

The Subjunctive Mood appears to be merely the
Potential used without it's sign, and is therefore omitted.

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Participles.

PRESENT TENSE,
PRETERIMPERFECT,
FUTURE.

Ruling.
Ruled *or* having ruled.
About to rule.

Observations.

1st. The Participle of the Present Tense is formed by adding *ing* to the Verb, as *learn*, participle *learning*; but if the Verb ends in *e*, the letter *e* is omitted, as *place*, part. *placing*.

2d. If a Verb ends in *y*, the letter *y* is changed into *i* in the 3d person singular of the Present Tense, and in the Participle of the Preterperfect Tense, as *cry*, *cries*; *deny*, *denied*; but not, if there be another Vowel with *y*, as *cloy*, *cloys*; *betray*, *betrayed*.

3d. If a Verb ends with a single Vowel before a single Consonant, and is either a monosyllable, or has the accent on the last syllable, the last Consonant must be doubled whenever it takes an additional syllable, as

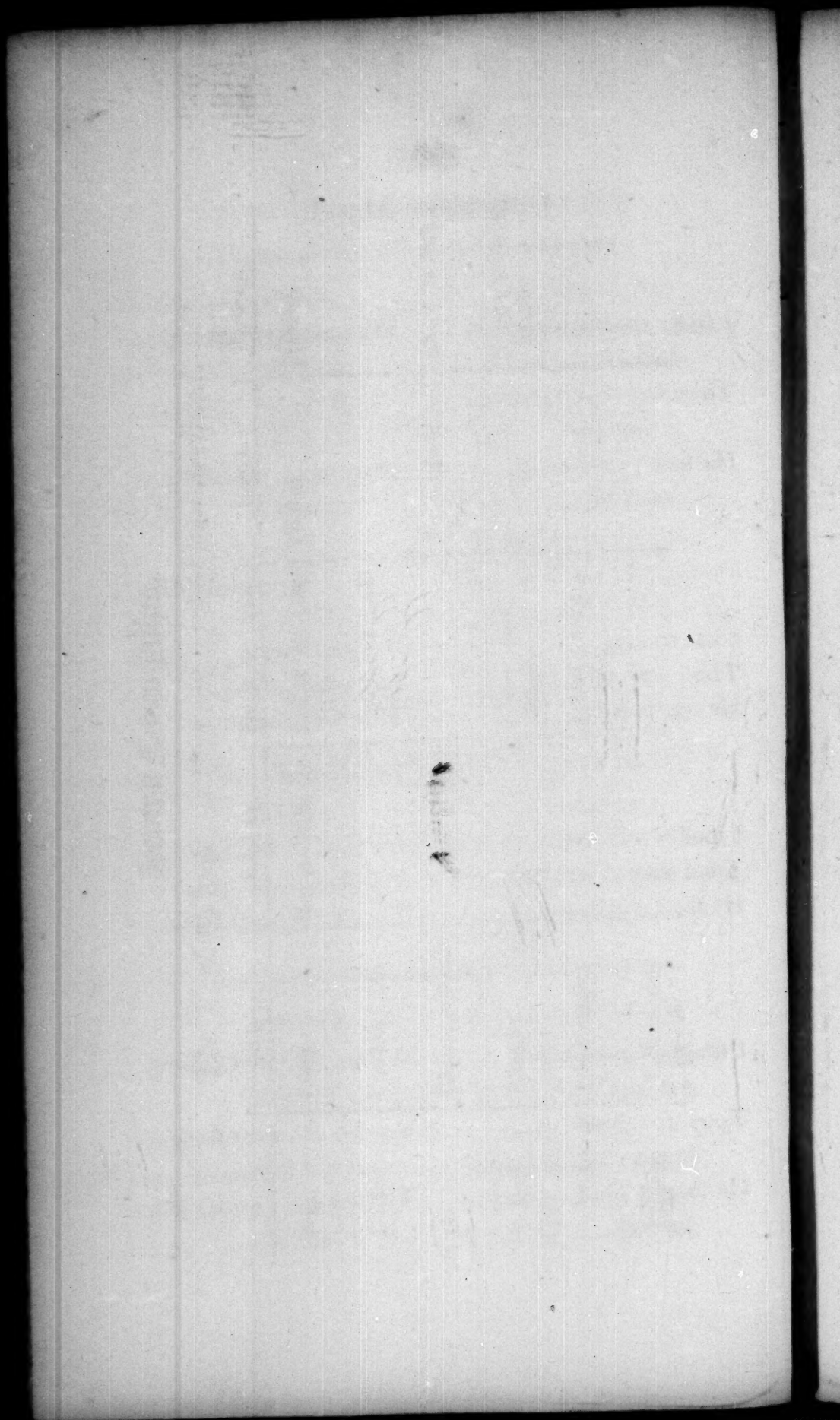
Drop,	droppeth,	dropping,	dropped.
Prefer,	preferreth,	preferring,	preferred.

Second Conjugation.

The Verb to seek, is thus conjugated and declined.

	Indicat.	Imperat.	Poten. or Subj.	Infinit.	Particip.
Pres.	I seek.	Let me seek.	I may or can seek.	To seek.	Seeking.
P. Imp.	I was seeking.		I might or could seek.		
1st. Fut.	I shall or will seek.			To be about to seek.	About to seek.
P. Perf.	I sought.		I may have sought.		Sought or having sought.
Plup.	I had sought.		I should have sought.		
2d. Fut.	I shall have sought.				

10



Indicative Mood.

PRESENT TENSE. SIGNS—*do, am.*

SINGULAR.

PLURAL.

I seek, am seeking, *or* do seek.We seek, are seeking, *or* do seek.Thou seekest, art seeking, *or* dost seek.You seek, are seeking, *or* do seek.He seeks, is seeking, *or* does seek.They seek, are seeking, *or* do seek.PRETERIMPERFECT TENSE. SIGN—*was.*

SINGULAR.

PLURAL.

I was seeking.

We were seeking,

Thou wast seeking.

You were seeking.

He was seeking.

They were seeking.

FIRST FUTURE TENSE. SIGNS—*shall, will.*

SINGULAR.

PLURAL.

I shall *or* will seek.We shall *or* will seek.Thou shalt *or* wilt seek.You shall *or* will seek.He shall *or* will seek.They shall *or* will seek.PRETERPERFECT TENSE. SIGNS—*have, did.*

SINGULAR.

PLURAL.

I fought, have fought, *or* did seek.We fought, have fought, *or* did seek.Thou foughtest, hast fought, *or* didst seek.You fought, have fought, *or* did seek.He fought, has fought, *or* did seek.They fought, have fought, *or* did seek.

PRETERPLUPERFECT TENSE. SIGN—*had*.

SINGULAR.

I had fought.
Thou hadst fought.
He had fought.

PLURAL.

We had fought.
You had fought.
They had fought.

SECOND FUTURE TENSE. SIGN—*shall have*.

SINGULAR.

I shall have fought.
Thou shalt have fought.
He shall have fought.

PLURAL.

We shall have fought.
You shall have fought.
They shall have fought.

Imperative Mood.

PRESENT TENSE.

SINGULAR.

Let me seek.
Seek thou, or do thou seek.
Let him seek.

PLURAL.

Let us seek.
Seek you, or do you seek.
Let them seek.

Potential Mood.

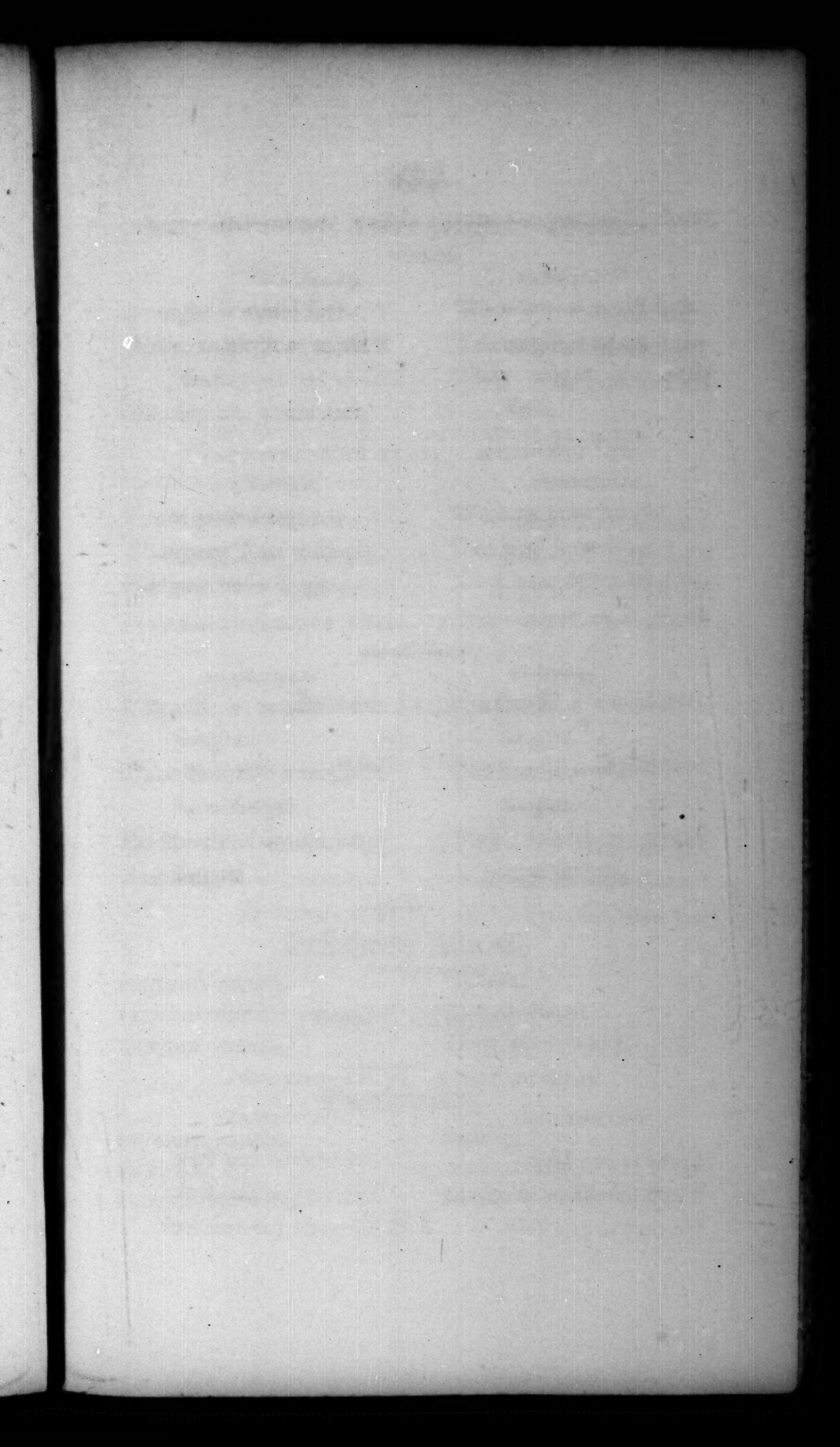
PRESENT TENSE. SIGNS—*may, can*.

SINGULAR.

I may or can seek.
Thou may'st or can'st seek.
He may or can seek.

PLURAL.

We may or can seek.
You may or can seek.
They may or can seek.



3

PRETERIMPERFECT TENSE SIGNS—*might, could, should, would.*

SINGULAR.

PLURAL.

I might *or* could seek.We might *or* could seek.Thou might'st *or* could'st
seek.You might *or* could seek.He might *or* could seek.They might *or* could
seek.PRETERPERFECT TENSE. SIGN—*may have.*

SINGULAR.

PLURAL.

I may have fought.

We may have fought.

Thou may'st have fought.

You may have fought

He may have fought.

They may have fought.

PRETERPLUPERFECT TENSE. SIGNS—*might, could, should, would have.*

SINGULAR.

PLURAL.

I should *or* would have
fought.We should *or* would have
fought.Thou should'st *or* would'st
have fought.You should *or* would have
fought.He should *or* would have
fought.They should *or* would
have fought.

Infinitive Mood.

PRESENT TENSE,

To seek.

PRETERPERFECT TENSE,

To have fought.

FUTURE TENSE,

To be about to seek.

Participles.

PRESENT TENSE,

Seeking.

FUTURE.

About to seek.

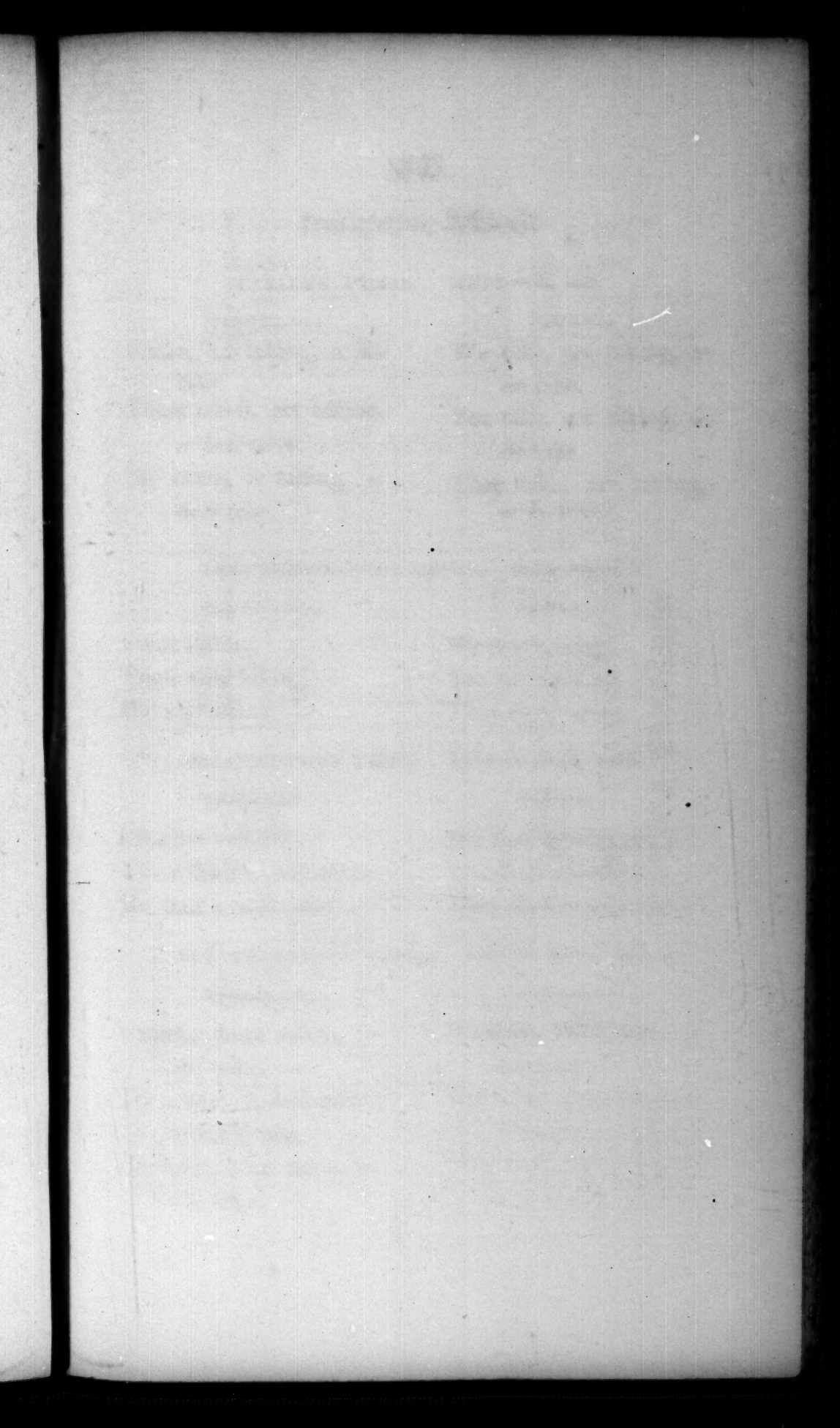
PRETERPERFECT,

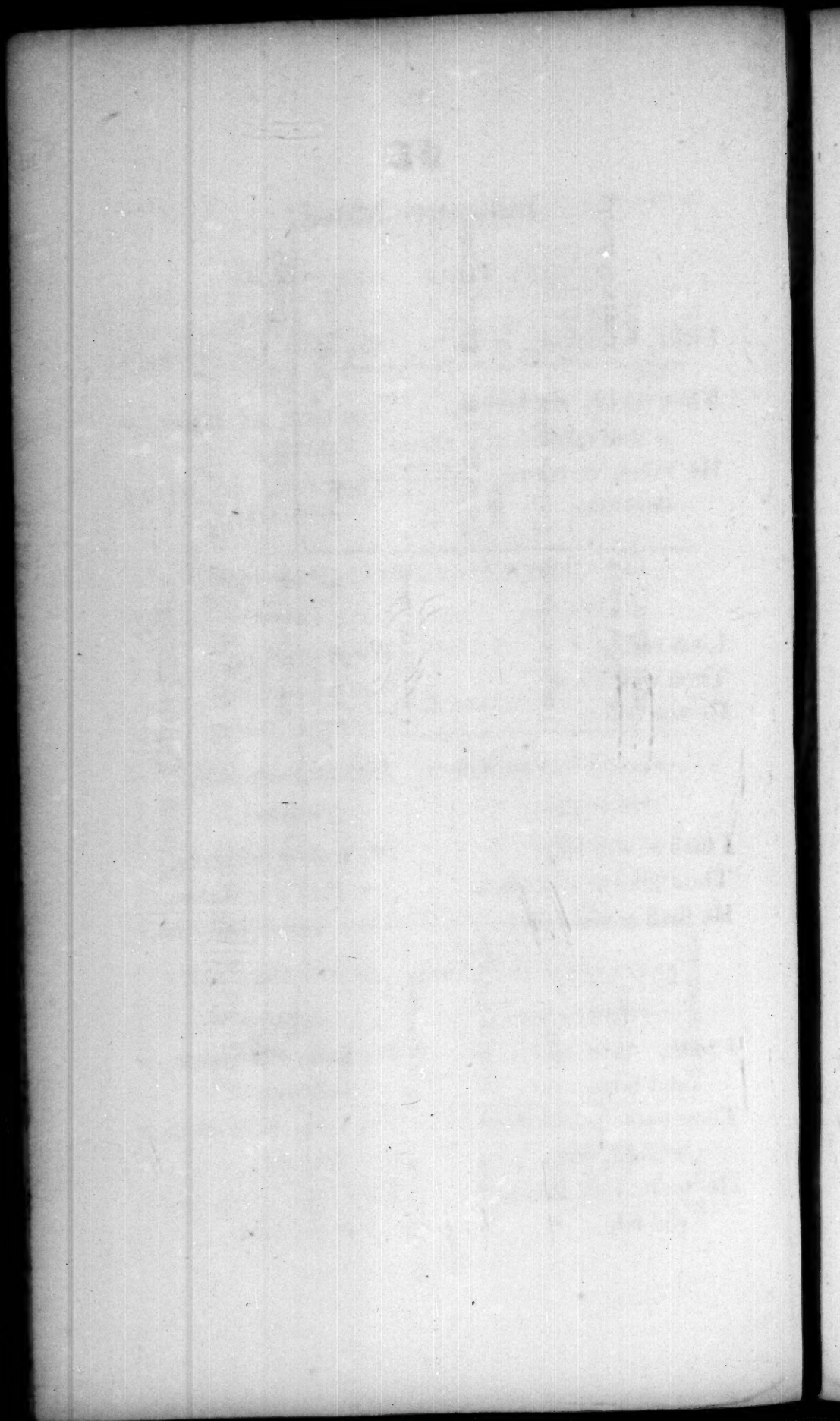
Sought *or* having fought.

Third Conjugation.

The Verb to take is thus conjugated and declined.

	Indic.	Imperat.	Poten. or Subj.	Infinit.	Particip.
Pres.	I take	Let me take	I may or can take	To take	Taking
P. Imp.	I was taking		I might or could take	To be about to take	About to take
1st. Fut.	I shall or will take		I may have taken	To have taken	Taken or having taken
P. Perf.	I took		I should or would have taken		
P. Plup.	I had taken				
2d. Fut.	I shall have taken				





Indicative Mood.

PRESENT TENSE. SIGNS—*do, am.*

SINGULAR.

I take, am taking, *or* do
take.

Thou takest, art taking,
or dost take.

He takes, is taking, *or*
does take.

PLURAL.

We take, are taking, *or*
do take.

You take, are taking, *or*
do take.

They take, are taking,
or do take.

PRETERIMPERFECT TENSE. SIGN—*was.*

SINGULAR.

I was taking.

Thou wast taking.

He was taking.

PLURAL.

We were taking.

You were taking.

They were taking.

FIRST FUTURE TENSE. SIGNS—*shall, will.*

SINGULAR.

I shall *or* will take.

Thou shalt *or* wilt take.

He shall *or* will take.

PLURAL.

We shall *or* will take.

You shall *or* will take.

They shall *or* will take.

PRETERPERFECT TENSE. SIGNS—*have, did.*

SINGULAR.

I took, have taken, *or*
did take.

Thou tookest, hast taken,
or did'st take.

He took, has taken, *or*
did take.

PLURAL.

We took, have taken, *or*
did take.

You took, have taken, *or*
did take.

They took, have taken,
or did take.

PRETERPLUPERFECT TENSE. SIGN—*had*.

SINGULAR.

I had taken.

Thou hadst taken.

He had taken.

PLURAL.

We had taken.

You had taken.

They had taken.

Imperative Mood.

PRESENT TENSE.

SINGULAR.

Let me take.

Take thou, *or* do thou
take.

Let him take.

PLURAL.

Let us take.

Take you *or* do you take.

Let them take.

Potential Mood.

PRESENT TENSE. SIGNS—*may, can*.

SINGULAR.

I may *or* can take.Thou may'st *or* can'st take.He may *or* can take.

PLURAL.

We may *or* can take.You may *or* can take.They may *or* can take.PRETERIMPERFECT TENSE. SIGNS—*might, could, should, would*.

SINGULAR.

I might *or* could take.Thou might'st *or* could'st
take.He might *or* could take.

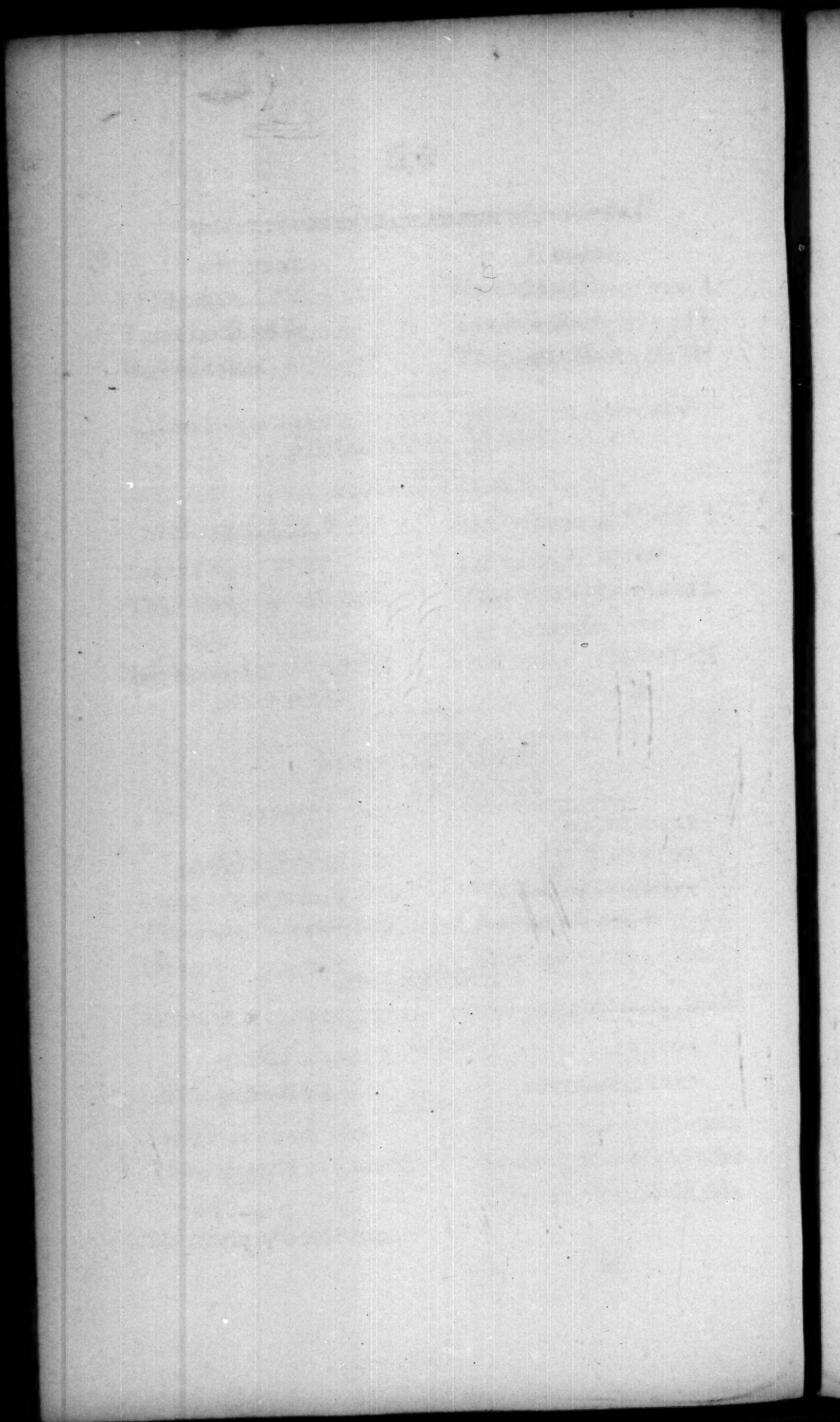
PLURAL.

We might *or* could take.You might *or* could take.They might *or* could take.

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PRETERPERFECT TENSE. SIGN—*may have.*

SINGULAR.

I may have taken.
 Thou may'st have taken.
 He may have taken.

PLURAL.

We may have taken.
 You may have taken.
 They may have taken.

PRETERPLUPERFECT TENSE. SIGNS—*might, could, should, would.*

SINGULAR.

I should *or* would have
 taken.
 Thou should'st *or* would'st
 have taken.
 He should *or* would have
 taken.

PLURAL.

We should *or* would have
 taken.
 You should *or* would have
 taken.
 They should *or* would
 have taken.

 Infinitive Mood.

PRESENT,
 FUTURE,
 PRETERPERFECT,

To take.
 To be about to take.
 To have taken.

 Participles.

PRESENT TENSE,
 FUTURE,
 PRETERPERFECT,

Taking.
 About to take.
 Taken *or* having taken.

The Verb to be called is thus conjugated and declined.

	Indicat.	Imperat.	Poten. or Subj.	Infinit.	Particip.
Pres.	I am called	Let me be called	I may or can be called	To be called	Called or being called
P. Imp.	I was called		I might or could be called		
1st. Fut.	I shall or will be called			To be about to be called	About to be called
P. Perf.	I have been called		I may have been called	To have been called	Having been called
P. Plup.	I had been called		I should or would have been called		
2d. Fut.	I shall have been called				

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Passive Voice.

The **PASSIVE VOICE** is formed by means of the auxiliary verb **TO BE**, and the **PARTICIPLE OF THE PRETERPERFECT TENSE**, which is therefore often called the **PASSIVE PARTICIPLE**; as, **I AM CALLED.**

Indicative Mood.

PRESENT TENSE. SIGN—*am.*

SINGULAR.

PLURAL.

I am called.

We are called

Thou art called.

You are called.

He is called.

They are called.

PRETERIMPERFECT TENSE. SIGN—*was.*

SINGULAR.

PLURAL.

I was called.

We were called.

Thou wast called.

You were called.

He was called.

They were called.

FIRST FUTURE TENSE. SIGNS—*shall, will.*

SINGULAR.

PLURAL.

I shall or will be called.

We shall or will be called.

Thou shalt or wilt be
called.

You shall or will be called.

He shall or will be called.

They shall or will be
called.

PRETERPERFECT TENSE. SIGN—*have.*

SINGULAR.

PLURAL.

I have been called.

We have been called.

Thou hast been called.

You have been called.

He has been called.

They have been called.

PRETERPLUPERFECT TENSE. SIGN—*bad.*

SINGULAR.

I had been called.
 Thou had'st been called.
 He had been called.

PLURAL.

We had been called.
 You had been called.
 They had been called.

SECOND FUTURE TENSE.

SIGN—*shall have been.*

SINGULAR.

I shall have been called.
 Thou shalt have been
 called.
 He shall have been called.

PLURAL.

We shall have been called.
 You shall have been called.
 They shall have been
 called.

Imperative Mood.

PRESENT TENSE.

SINGULAR.

Let me be called.
 Be thou called.
 Let him be called.

PLURAL.

Let us be called.
 Be you called.
 Let them be called.

Potential Mood.

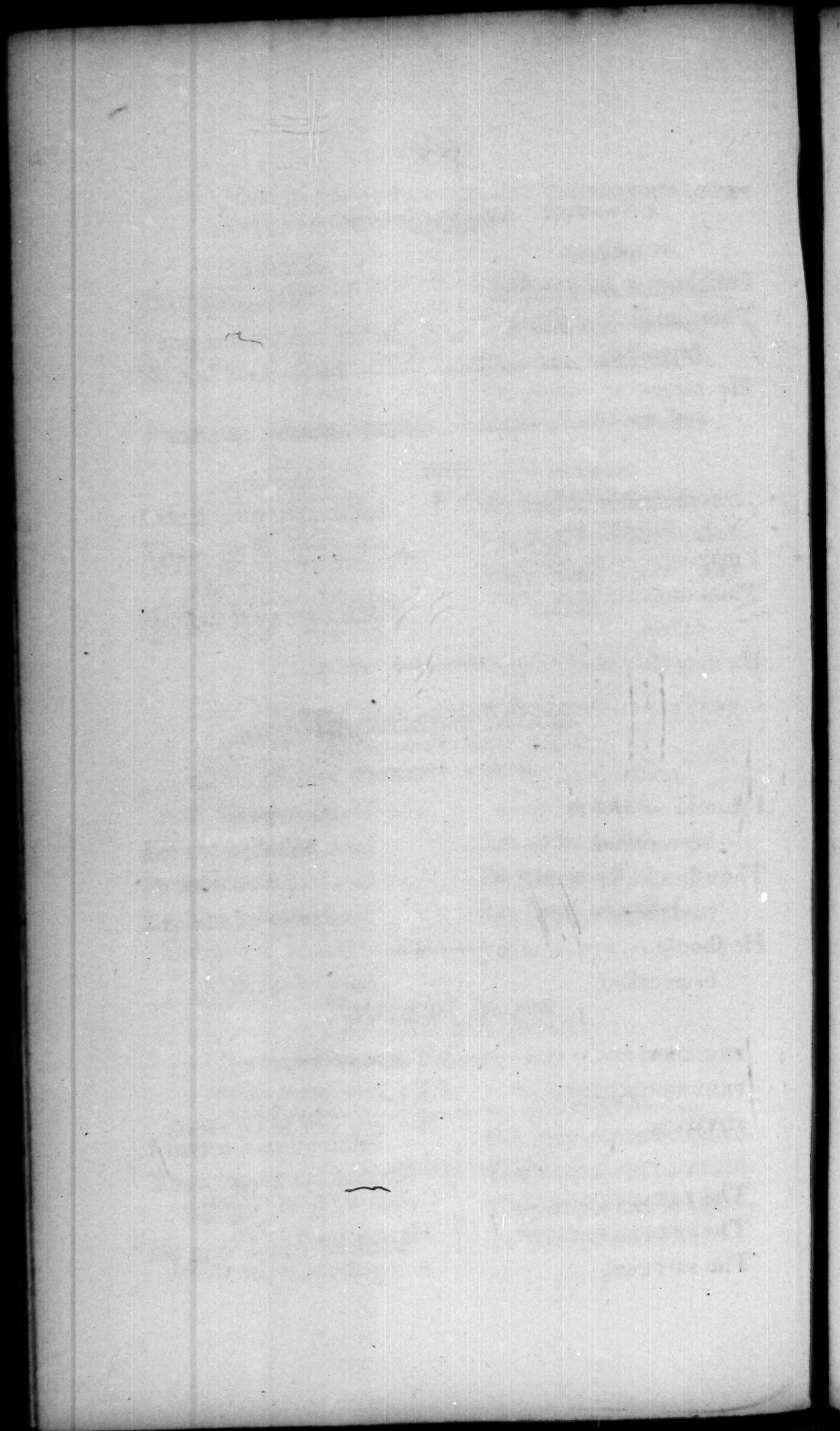
PRESENT TENSE. SIGNS—*may or can be.*

SINGULAR.

I may or can be called.
 Thou may'st or can'st be
 called.
 He may or can be called.

PLURAL.

We may or can be called.
 You may or can be called.
 They may or can be called.



PRETERIMPERFECT TENSE. SIGNS—*might, could, would, should be.*

SINGULAR.

I might *or* could be called.
 Thou might'st *or* could'st
 be called.
 He might *or* could be
 called.

PLURAL.

We might *or* could be
 called.
 You might *or* could be
 called.
 They might *or* could
 be called.

PRETERPERFECT TENSE. SIGN—*may have.*

SINGULAR.

I may have been called.
 Thou may'st have been
 called.
 He may have been called.

PLURAL.

We may have been called.
 You may have been called.
 They may have been
 called.

PRETERPLUPERFECT TENSE. SIGNS—*might, could, should, would have called.*

SINGULAR.

I should *or* would have
 been called.
 Thou should'st *or* would'st
 have been called.
 He should *or* would have
 been called.

PLURAL.

We should *or* would have
 been called.
 You should *or* would have
 been called.
 They should *or* would
 have been called.

Infinitive Mood.**PRESENT,**

To be called.

PRETERPERFECT,

To have been called.

FUTURE,

To be about to be called.

Participles.The **PRESENT TENSE,**Called *or* being called.The **PRETERPERFECT,**

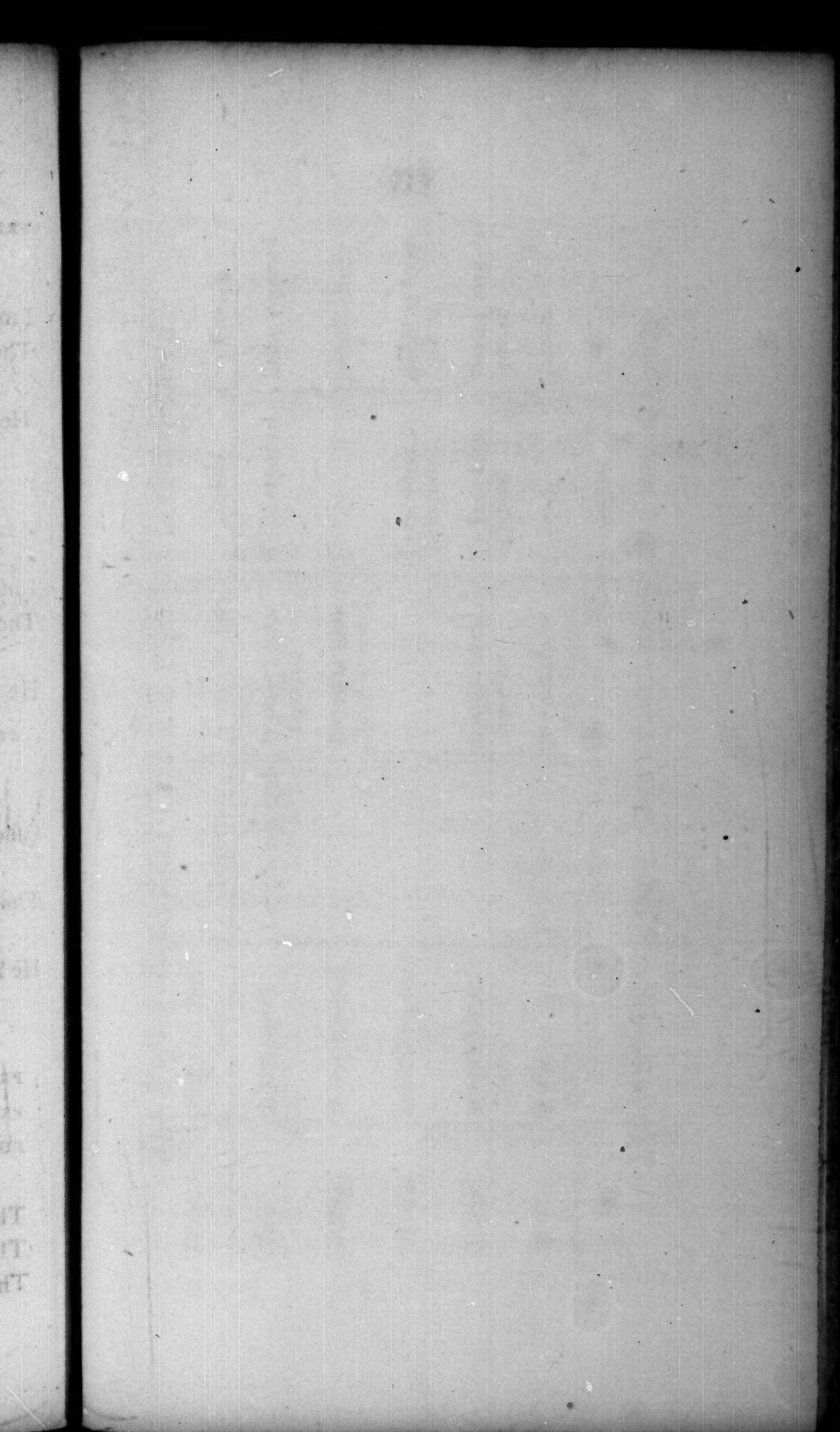
Having been called.

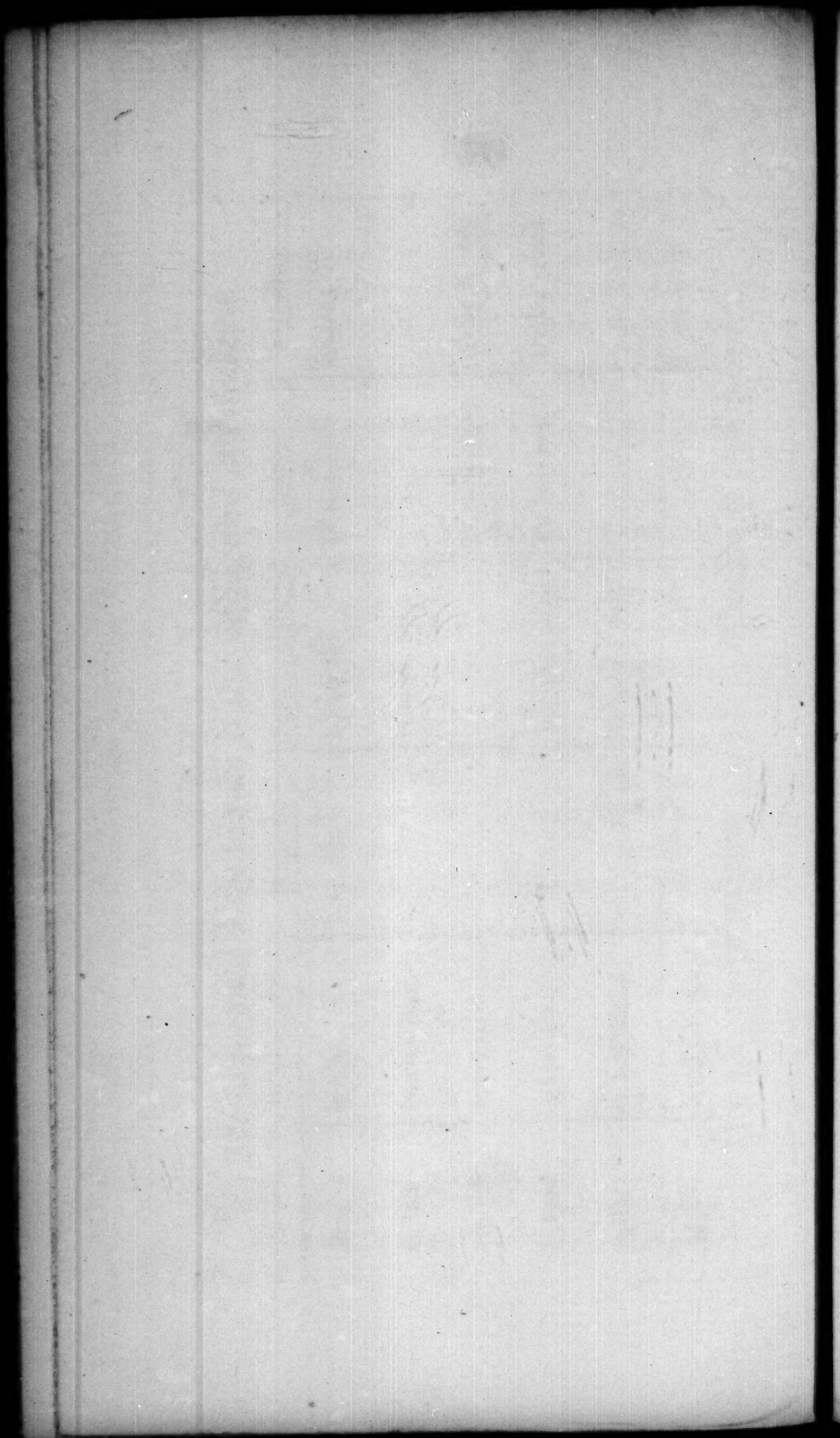
The **FUTURE,**

Being about to be called.

The impersonal Verb to rain is thus conjugated and declined.

	Indicat.	Imperat.	Poten. or Subj.	Infinit.	Particip.
Pres.	It rains	Let it rain	It may rain	To rain	Raining
P. Imp.	It was raining.		It might rain		
1st. Fut.	It will rain.			To be going to rain	Going to rain
P. Perf.	It has rained		It may have rained	To have rained	Having rained
P. Plup.	It had rained.		It would have rained		
2d. Fut.	It will have rained				





The Passive-Impersonal Verb it is reported is thus declined.

	Indic.	Imperat.	Poten. or Subj.	Infinit.	Particip.
<i>Pres.</i>	It is reported	Let it be reported	It may be reported	To be reported	Being reported
<i>P. Imp.</i>	It was reported		It might have been reported		
<i>1st. Fut.</i>	It will be reported			To be about to be reported	About to be reported
<i>P. Perf.</i>	It has been reported		It may have been reported	To have been reported	Having been reported
<i>P. Plup.</i>	It had been reported		It would have been reported		
<i>2d. Fut.</i>	It will have been reported				

Supplement to Chapter 6.

There are many Verbs of the first Conjugation, the Participles of which are Irregular by contraction.

Rule 1st.—The Participles of the following Verbs are thus contracted :

PRESENT.	P. PERF. & PART.	CONTRACT. FORM.
Hear,	heard,	heard.
Have,	haved,	had.
Make,	maked,	made.
Flee,	fleed,	fled.
Shoe,	shoed,	shod.

2d.—And these, besides the contraction, change also the Vowel.

PRESENT.	P. PERF. & PART.	CONTRACT. FORM.
Sell,	felled,	fold.
Tell,	telled,	told.
Pay,	payed,	paid.
Lay,	layed,	laid.

3d.—Of Verbs ending in *se*, *ss*, *ll*, *p*, *x*, and perhaps some other letters, the termination of

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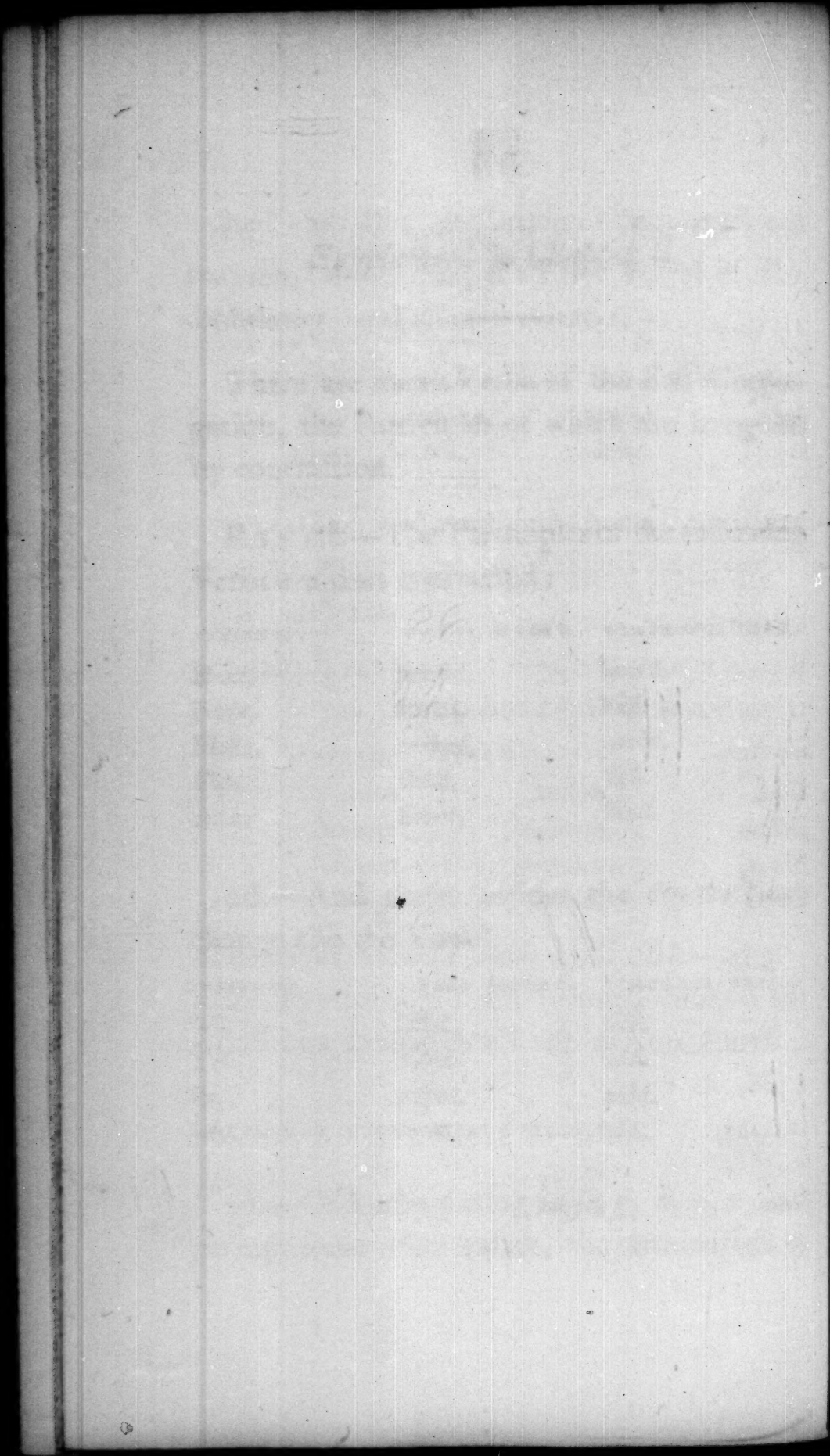
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the Participle is contracted, and the Characteristic Letter is pronounced like a *t*, as

PRESENT.	P. PERF. and PART.	CONTRACTED FORM.	PRONOUNCED and WRITTEN.
Lose,	losed,	los'd,	loft.
Bless,	blessed,	blefs'd,	bleft.
Dwell,	dwelled,	dwelld,	dwelt.
Drop,	dropped,	dropp'd,	dropt.
Mix,	mixed,	mix'd,	mixt.

4th.—Of Verbs ending in *l*, *m*, *n*, *p*, after a diphthong, the Participle is first contracted, then *d* is changed into *t*, and the diphthong is pronounced short and quick, as

PRESENT.	P. PERF. & PART.	WRITTEN.
Deal,	dealed,	dealt.
Dream,	dreamed,	dreamt.
Mean,	meaned,	meant.
Leap,	leaped,	leapt.

5th.—Also if the same Vowel is repeated in the Present Tense of the Verb, one of them is struck out in the Preterperfect and Participle, as

PRESENT.	P. PERF. & PART.	PRON. & WRITTEN
Feel,	feeled,	felt.
Sleep,	sleeped,	slept.

6th.—Verbs ending in *ve*, after the contraction, throw away the latter Vowel of the diphthong, and change *v* into *f*, as

PRES.	P. PERF. & PART.	PRON. & WRITTEN.
Bereave,	bereaved,	bereft.
Leave,	leaved,	left.

7th.—The following Verbs have, by custom, dropped the termination of their Preterperfect Tenses and Participles :

PRES.	PRETERP.	PART.
Cast,	cast,	cast.
Cost,	cost,	cost.
Cut,	cut,	cut.
Hit,	hit,	hit.
Hurt,	hurt,	hurt.
Let,	let,	let.
Put,	put,	put.
Set,	set,	set.
Shed,	shed,	shed.
Shut,	shut,	shut.
Slit,	slit,	slit.
Split,	split,	split.

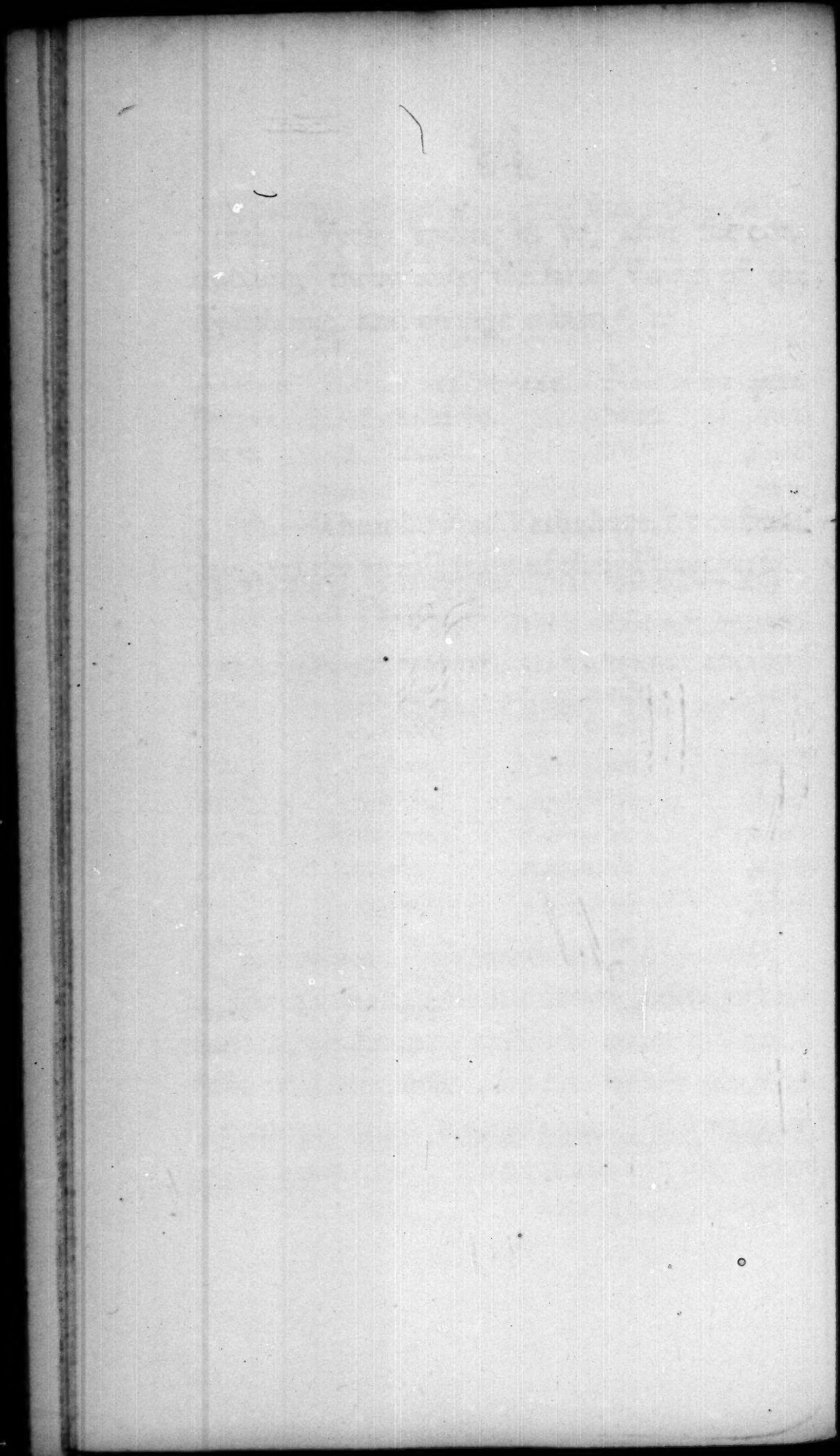
which are contractions from *casted*, *hurted*, *splitted*, &c.

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8th.—Other Verbs, besides the contraction, shorten the diphthong, by throwing out the latter vowel, as

PRESENT.	PRETERP. & PART.	CONT. AND MADE SHORT.
Meet,	meeted,	met.
Feed,	feeded,	fed.
Bleed,	bleeded,	bled.
Breed,	breeded,	bred.
Lead,	leaded,	led.

9th.—These last, after the contraction, change the final *d* into *t*, as

PRESENT.	P. PERFECT & PAST.	PRON. & WRITTEN.
Bend,	bended,	bent.
Lend,	lended,	lent.
Spend,	spended,	spent.
Send,	sended,	sent.
Rend,	rended,	rent.
Build,	builed,	built.
Burn,	burned,	burnt.

Note.—All the above Verbs are of the 1st Conjugation, though their Participles end in *t*, and in many of them, particularly in those of Rules the 3d and 4th, the entire form is always thought more elegant than the contracted one; the rest are found in their original state in old writers.

A Vocabulary of Verbs of the 2d and 3d Conjugations.

The following Verbs are of the 2d Conjugation:

PRESENT.	P. PERF.	PART.
Bring,	brought,	brought.
Buy,	bought,	bought.
Catch,	caught,	caught.
Fight,	fought,	fought.
Teach,	taught,	taught.
Think,	thought,	thought.
Beseech,	besought,	besought.
Work,	wrought,	wrought.

which last is also of the 1st Conjugation, and makes *worked* in the Preterperfect and Participle.

The following Verbs are of the 3d Conjugation:

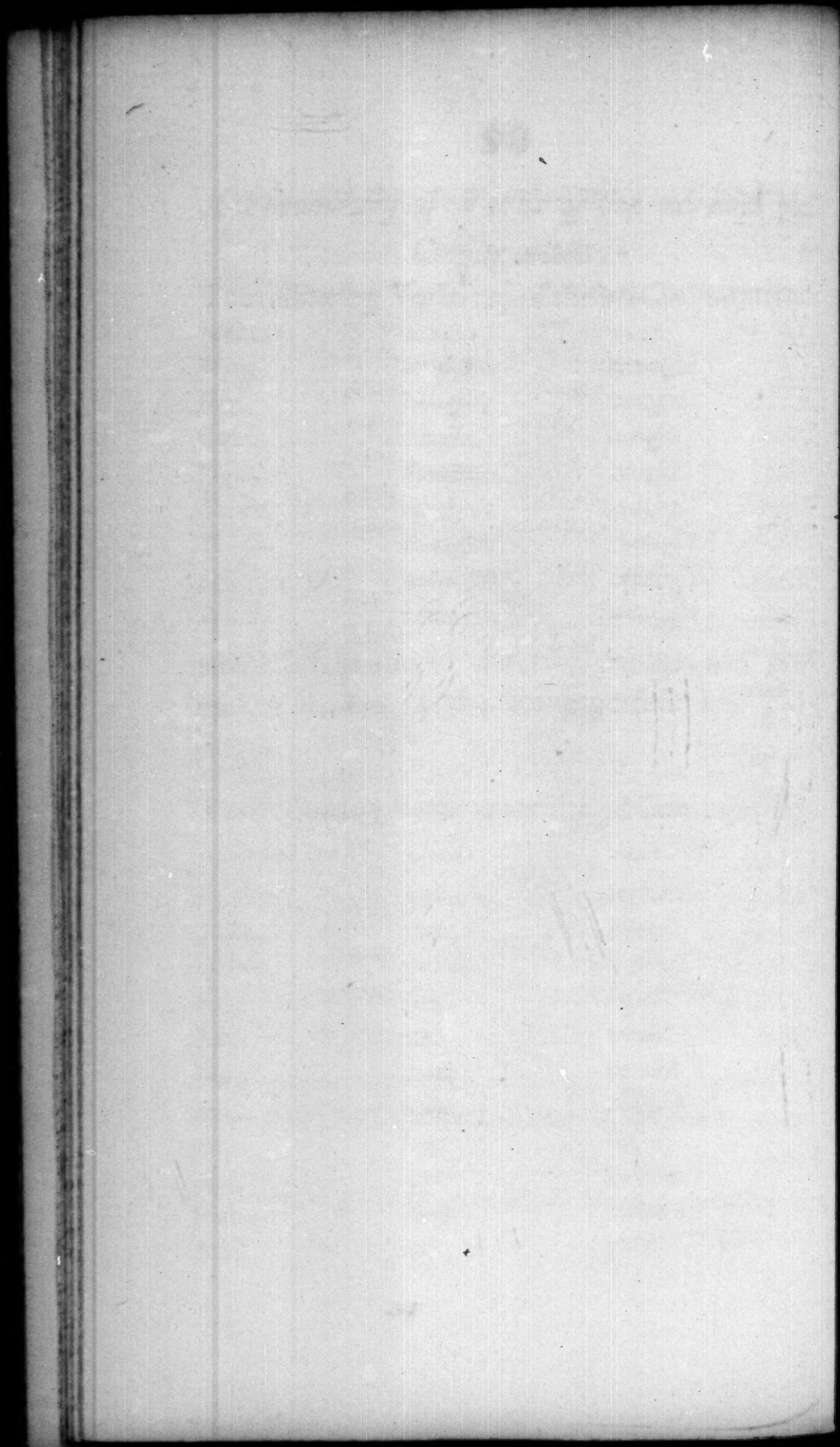
PRESENT.	P. PERF.	PART.
Forfake,	forfook,	forsaken.
Take,	took,	taken.
Grave,	graved,	graven.
Fall,	fell,	fallen.
Eat,	ate,	eaten.
Beat,	beat,	beaten.
Bid,	bade,	bidden.
Sit,	sate,	fitten.
Spit,	spat,	spitten.
Smite,	smote,	smitten.
Rise,	rose,	risen.

3d

tion:

and
Par-

tion:



PRESENT.	P. PERF.	PART.
Give,	gave,	given.
Rive,	rived,	riven.
Strive,	strove,	striven.
Thrive,	throve,	thriven.
Drive,	drave, drove *,	driven.
Hold,	held,	holden.
Burst,	burst,	bursten.
Help,	helped,	holpen.
Strike,	struck,	stricken.
Break,	brake, broke *,	broken.
Speak,	spake, spoke *,	spoken.
Got,	gat, got *,	gotten.
Stride,	strode,	stridden.
Hide,	hid,	hidden.
Slide,	slid,	slidden.
Ride,	rode,	ridden.
Chide,	chid,	chidden.
Bite,	bit,	bitten.
Write,	wrote,	written.
Choose,	chose,	chosen.
Cleave †,	clave,	cloven.
Weave,	wove,	woven.
Freeze,	froze,	frozen.
Melt,	melted,	molten.

* That learners may be at no loss which Preterperfect to prefer, I have marked with an Asterisk (*) that which is most in use.

† Cleave, of the 1st Conjugation, signifying to *split*, makes cleaved and cleft.

Verbs of the 2d Conjugation. The Participles of which are irregular by contraction.

PRES.	P. PREP.	PARTICIP.	CONT. FROM.
Slay,	flew,	flayen,	flain.
Fly,	flew,	flowen,	flown.
Draw,	drew,	drawen,	drawn.
Saw,	sawed,	sawen,	sawn.
Hew,	hewed,	hewen,	hewn.
Blow,	blew,	blowen,	blown.
Mow,	mowed,	mowen,	mown.
Grow,	grew,	growen,	grown.
Know,	knew,	knownen,	known.
Throw,	threw,	throwen,	thrown.
Shew,	shewed,	shewen,	shewn.
See,	saw,	see-en,	seen.
Bear,	bare, bore*,	boren,	born.
Swear,	sware,* fwore,	sworen,	sworn.
Tear,	tare, tore*	toren,	torn.
Wear,	wore,	woren,	worn.
Shear,	shore,	shoren,	shorn.
Swell,	swelled,	swollen,	swoln.
Steal,	stole,	stolen,	stoln.
Lie,	lay,	layen,	lain.
Do,	did,	doen,	done.
Go,	went†,	goen,	gone.

† From *wend*, an old verb, signifying to go.

Par-
tion.

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Verbs of the 2d Conjugation which have dropped the termination *en*, in the Participle :

PRESENT.	P. PERF.	PART.
Hang,	hung†,	hung,
Dig,	dug,	dug,
Swim,	swam,	swum,
Fling,	flung,	flung,
Shoot,	shot,	shot,
Cling,	clang*, clung,	clung.
Ring,	rang*, rung,	rung.
Sing,	sang*, sung,	sung.
Sting,	stung,	stung.
Spring,	sprang*, sprung,	sprung.
Sling,	slang, slung*,	slung.
String,	strung,	strung.
Swing,	swung,	swung.
Wring,	wrung,	wrung.
Begin,	began,	begun.
Spin,	spun,	spun.
Drink,	drank,	drunk.
Slink,	slunk,	slunk.
Sink,	sank, sunk*,	sunk.
Shrink,	shrank, shrunk*,	shrunk.
Bind,	bound,	bound.
Find,	found,	found.

† When applied to a criminal, who has suffered by the law, it makes *hanged*.

PRESENT.	P. PERF.	PART.
Grind,	ground,	ground.
Wind,	wound,	wound.

All these Verbs had originally the termination *en* in the Participle, and some retain it even now, as

Drunken, bounden, shotten.

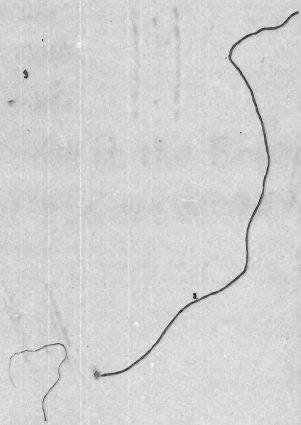
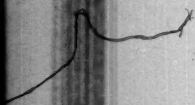
The Defective Verbs.

PRESENT.	PART. PERFECT.
Weet or wit,	wot.
Quoth,	quoth.
Wis,	Wist.

There are about 4500 Verbs in the English language, and all but about 120 are of the 1st Conjugation.

English

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PART II.

CHAP. I.

OF SYNTAX AND SENTENCES.

SYNTAX is a collection of Rules observed in the construction or putting together of words.

(2) A SENTENCE is a number of words put together according to these Rules.

(3) Syntax consists of three parts, CONCORD, GOVERNMENT, and PLACE.

(4) CONCORD is the agreement of one word with another, in Case, Gender, Number, and Person.

(5) GOVERNMENT is when one word affects the Case and Mood of another.

(6) PLACE is that part of a sentence where a word ought to stand.

THE CONCORDS.

(7) There are 3 Concords or Agreements.

1st. Between the Nominative Case and the Verb.

2nd. Between the Antecedent and the Relative.

3d. Between the Substantive and the Pronominal Adjective.

CHAP. II.

CONCORD I.

(8) **A** Verb agrees with it's Nominative Case in Number and Person, that is, a Verb must be of the same Number and Person as it's Nominative Case, as

I read, he plays, the birds sing.

(9) And note—All Nouns are of the third Person, except *I*, *thou*, *we*, and *ye* or *you*; of which *I* is of the first person Singular, *thou* is of the second person Singular; *we* is of the first person Plural; *ye* or *you* is of the second person Plural.

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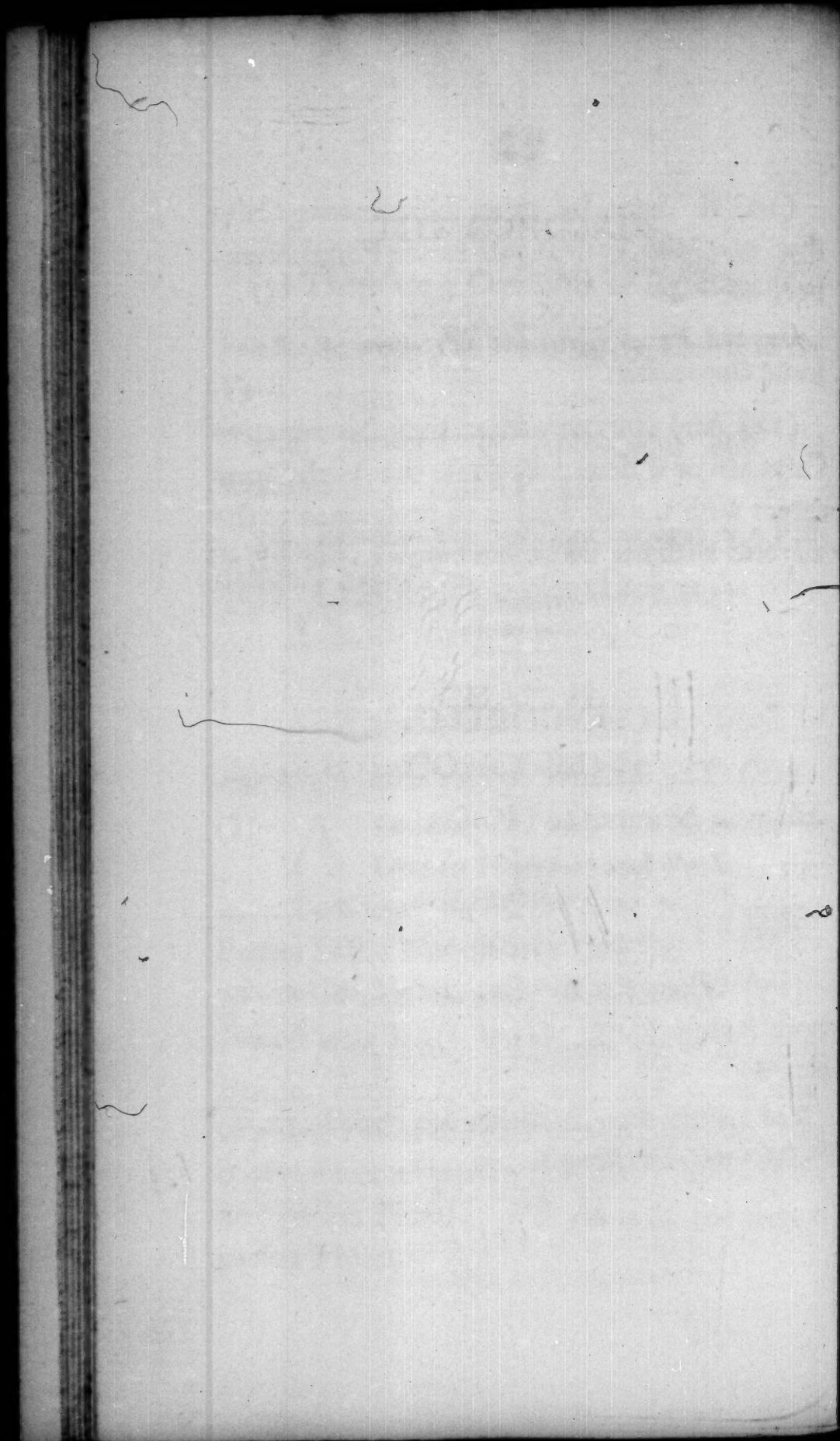
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(10) If there be more Nominative Cases than one, the Verb is put in the Plural Number, as—

Duty and Interest require our submission to just and lawful Government.

(11) And observe—when these Nominative Cases are of different Persons, the Verb Plural agrees with the 1st Person in preference to the 2d, and with the 2d in preference to the 3d, as

You and I are attached to our Country.

CONCORD II.

(12) The Relative agrees with it's Antecedent in Number and Person, as

I who have read these Sentences.

"Thou that ledest? Joseph like a Flock."

"The Hand which made us is divine."

(13) When the Relative refers to two or more Antecedents, it is of the Plural Number, as

The Sun and Moon, which rule the Day and Night, are the work of his hands.

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CONCORD III.

(14) The Pronominal Adjective agrees with its Substantive in Number, as

This House.

These Houses.

That Pen.

Those Pens.

CHAP. III.

CONSTRUCTION OF ARTICLES.

(15) **A**N Article is placed before the Noun to which it belongs, as
A Book.

(16) If the Noun has an Adjective, the Article is placed before the Adjective, as
A large Book.

Exceptions.

(17) 1st. The Article always stands between the Noun and these Adjectives—*all, such, many*, as

All the Boys. Such a Person. Many a Time.

2d. When the words *so, as, how, too*, are used to qualify an Adjective, the Article is set after the Adjective, as

Mason was *as good a* Man as he was an elegant Poet.

How beautiful *an* Epitaph he wrote!

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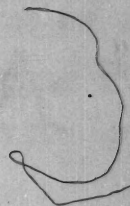
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(18) The Definite Article is often used before words of the Comparative Degree, to encrease their emphasis, as

The more I read Shakespear the more I admire him.

CHAP. IV.

CONSTRUCTION OF SUBSTANTIVES

(19) **W**HEN two Substantives come together, and mean the same Person or Thing, they are both put in the same Case, as

Paul the Apostle was converted.

This manner of construction is called in Grammar *apposition*.

(20) When two Substantives of different meaning stand together, the latter is put in the Genitive Case, as

The innocent Amusements of Children.

The Benevolence of the Deity.

Substantives also govern a Genitive Case of the Pronoun, as

Goodness has its Reward.

(21) Observe—Whenever the Apostrophe is used, the Genitive Case is always placed before the word which governs it, as

My Brother's Book.

(22) This Genitive is sometimes placed alone, the former Substantive which governs it being understood, as

At St. Paul's. At St. Mary's. That is—Church.

At the Bookseller's. That is—Shop.

(23) When two Substantives stand together, and are joined by a mark, which is called a Hyphen, (-) the former Substantive takes to it's self the nature of an Adjective, as

*A Sea-fish. A Forest-oak. The Abbey-gate.**

The Angel-hill.

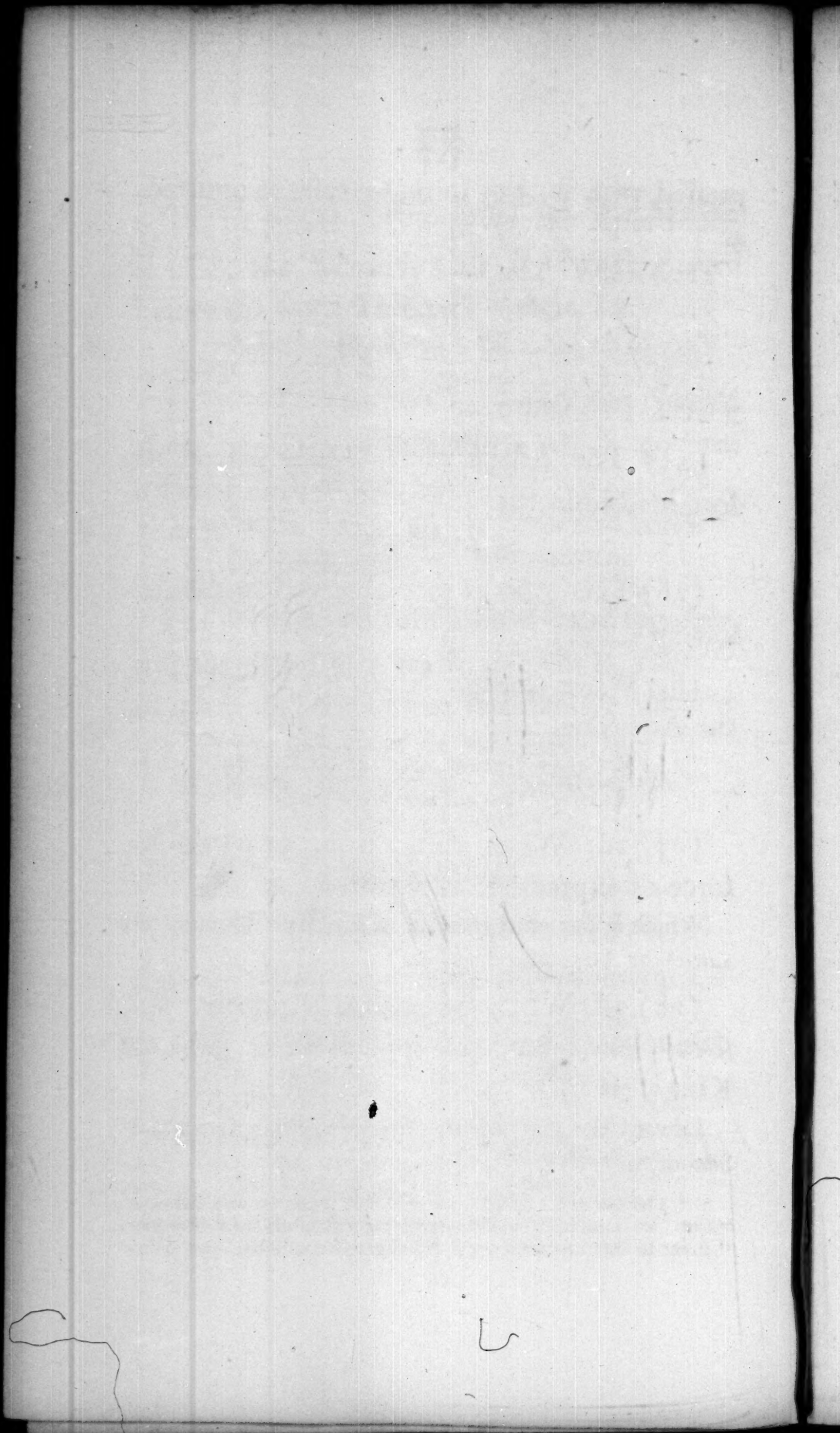
CHAP. V.

CONSTRUCTION OF ADJECTIVES.

(24) **E**VERY Adjective must have a Substantive, which is generally ex-

* The Abbey-Gate is 62 feet high, 40 in front, and 62 in depth. The turrets, when they were standing, were about 14 feet above the top. This beautiful structure is of Gothic Architecture, and was built in the reign of Richard II. 1377. The inside of it is adorned with the arms of Holland, Duke of Exeter, and of Edward the Confessor, who was the favourite Saint of Richard.

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pressed with it, but in many cases is omitted,
as

The Twelve. That is—The twelve *Apostles*.

The Wise think so. That is—The wise *Persons*.

Turn to the left. That is—To the left *Hand*.

It will be shameful to forget these Things. That is—
It will be a shameful *Thing*.

(25) The Adjective is usually placed before it's Noun, as

A *good* Horse.

(26) This rule is not observed in the following Cases :

1st. When another Noun is dependent on the Adjective, as

We are a Nation *jealous of our Liberty*.

Cambridge is a Place *fit for study*.

(27) 2d. When distinction, or particular force of expression, is required, as

Which is the more famous in History? Pompey the *Little*! or Alexander the *Great*!

(28) 3d. When the ordinal Numbers, *first*, *second*, *third*, &c. are applied to a series of Kings, as

Edward the *sixth* was the Founder of our Grammar-School *.

* * The Governors, together with the Masters and Scholars, came walking in a long train from the old School in the Eastgate-street to the new one in the Northgate-street, after the Whit-

(29) 4th. A Verb is sometimes put between the Adjective and it's Substantive, as

Happy is the Man.

(30) 5th. When two or more Adjectives are used, they are often set after the Noun to which they all belong, as

Truth appeared with Looks *serene, courteous, cheerful,* and yet *modest.*

(31) Lastly. Adjectives, implying dimensions, are placed after the Noun signifying those dimensions, as

A Tree three Feet *thick.*

A Tower 80 Feet *high**.

CHAP. VI.

CONSTRUCTION OF VERBS.

(32) **E**VERY Verb has a Nominative Case either expressed or understood, and

"Sunday Vacation in the year 1665."—From which annal it appears that it is invariably the custom of the inhabitants of Bury to set the definite Article *the* before the names of all their streets; an usage which prevails in no other town, and of which we ourselves are not aware 'till we have travelled.

* The present Church-gate, which is of Saxon Architecture, and was built in the Conqueror's time.

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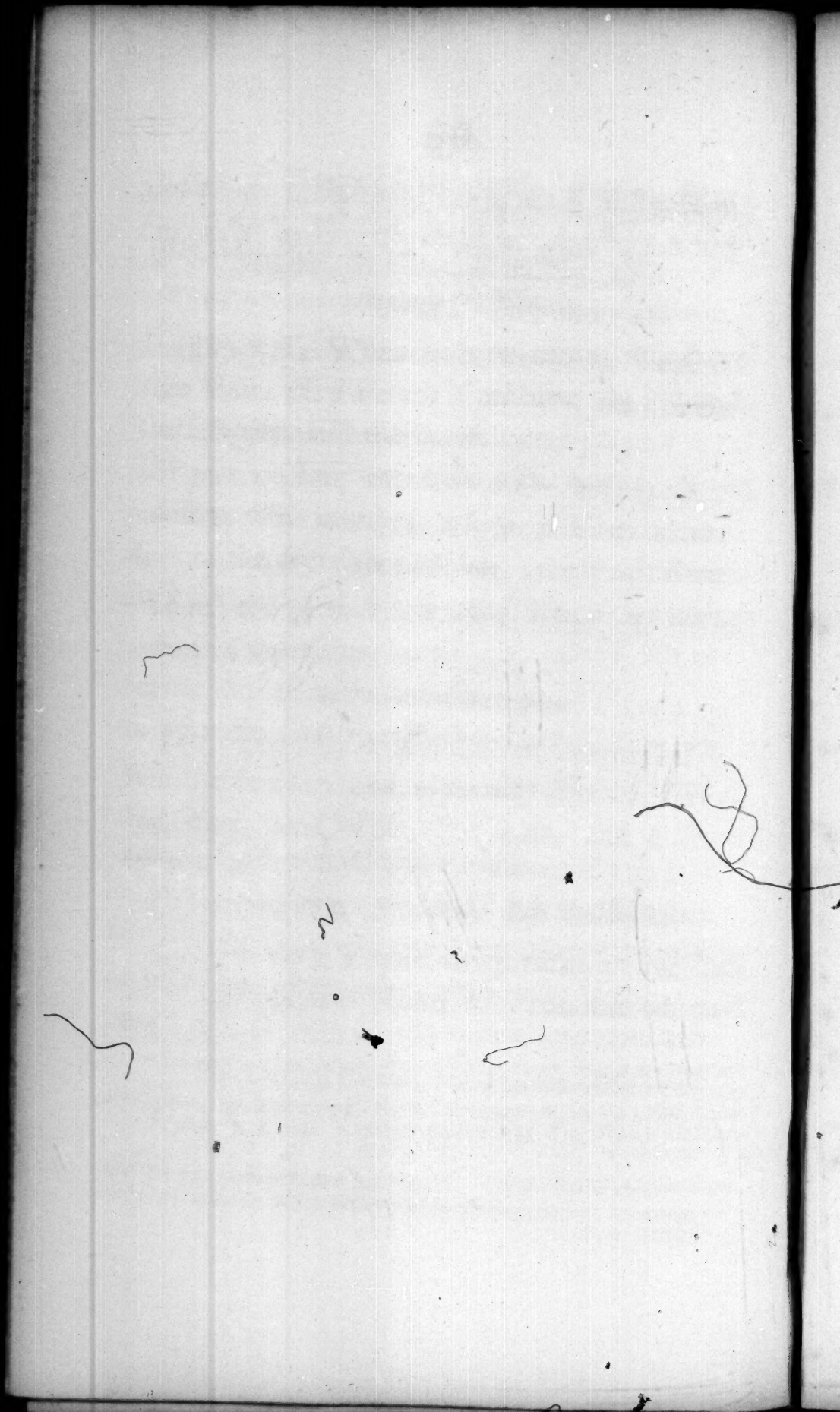
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in English it is usually set before the Verb, but not always, as in the following instances:

Upon thy right Hand did stand *the Queen*.

On a sudden arose *a Tempest* *.

And in all instances where a Question is asked, as

King Agrippa, believest *thou* the Prophets?

(33) *Note*.—In order to find out the Nominative Case, ask the Question *who*, or *what*, with the Verb; and the word that is an answer to the question, is the Nominative Case to the Verb.

(34) The Nominative Case is not always expressed by a single Noun, but often by an Infinitive Mood, as

To err is human.

(35) Sometimes a sentence is the Nominative Case to the Verb, as

That we should forgive our Enemies is a divine Commandment

(36) If two or more sentences be used in this manner, the Verb is put in the Plural Number, as

The speaking impatiently to servants, and any thing that betrays inattention or ill humour, are very criminal.

* This construction is seldom used but after intransitive Verbs, where no confusion can arise by mistaking the Accusative for the Nominative.

(37) A Noun of Multitude, that is, signifying *many*, may be joined to a Verb, either of the Singular or Plural Number, as

The *Parliament* is sitting. The *People* are anxious.

(38) A Verb Neuter between two Nominative Cases of different Numbers, may sometimes agree with the latter, as

The Wages of Sin *is* Death.

Note. The word *to* before a Verb is the sign of the Infinitive Mood.

(39) If one Verb follows another, the latter is put in the Infinitive Mood, as

Boys and Girls love *to* play.

(40) The sign *to* is not always expressed in familiar conversation, especially after the Verbs *bid*, *dare*, *need*, *make*, *see*, *hear*, and a few others, as

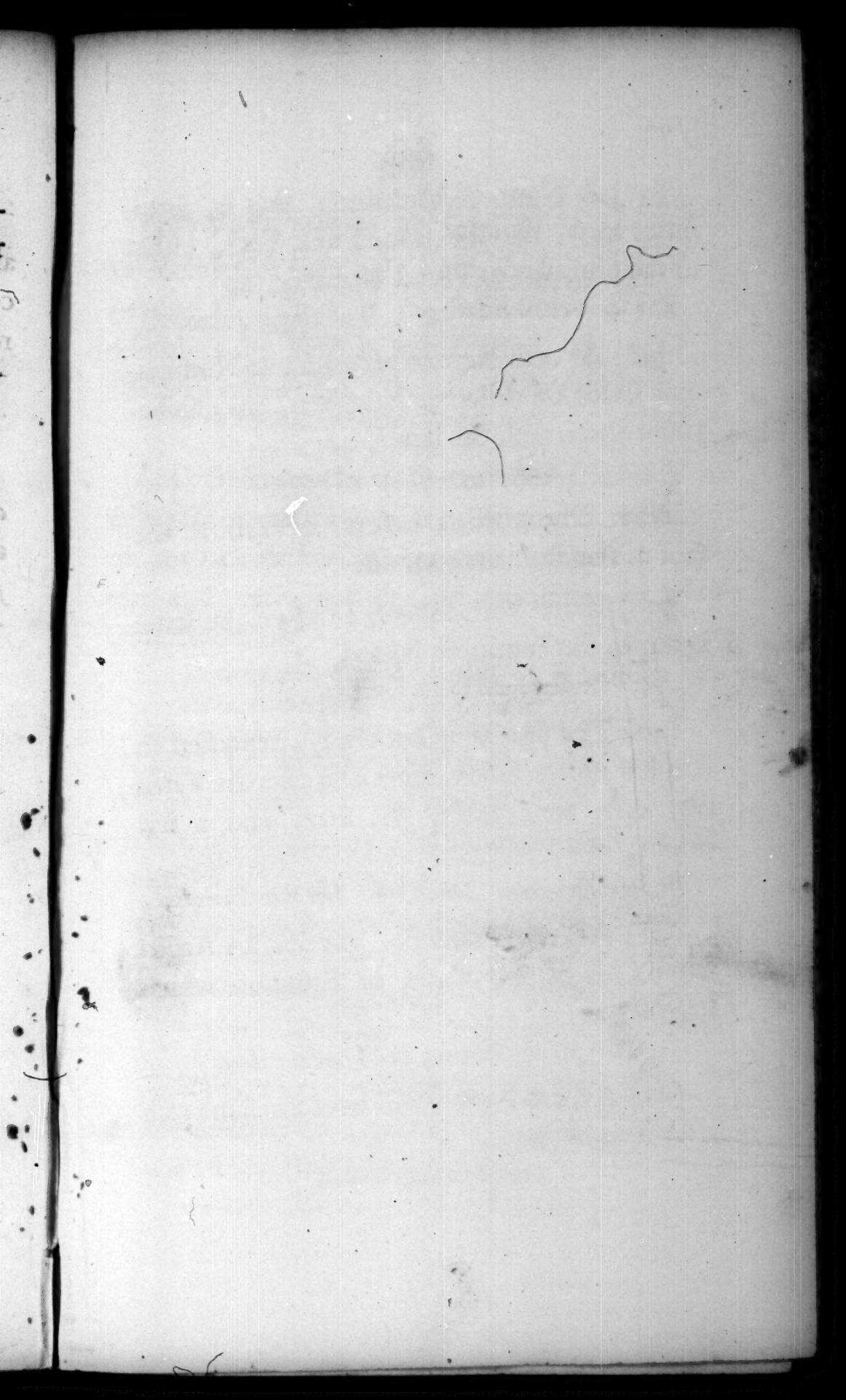
He bade him do it. I dare say. Let him think so.

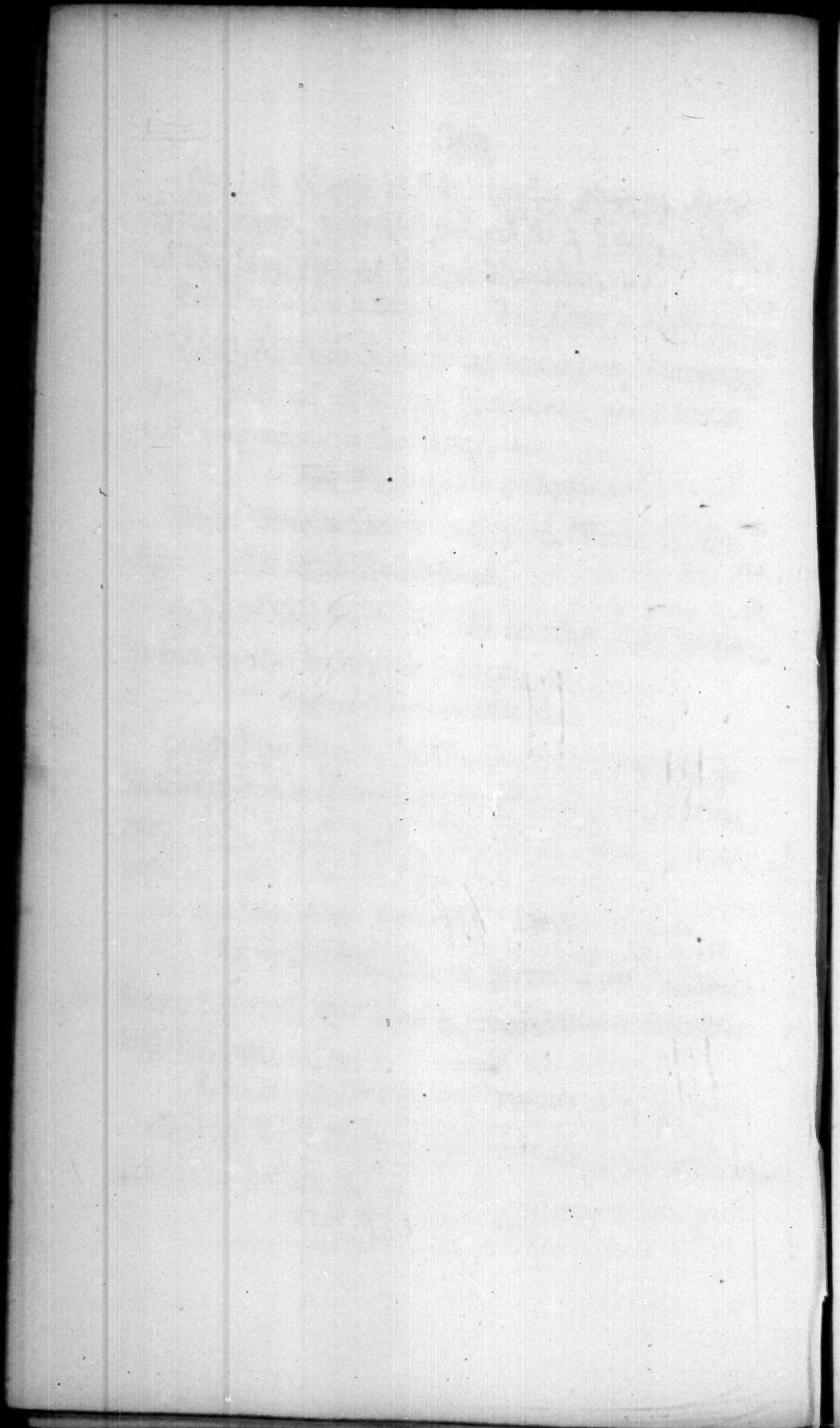
(41) A Verb Transitive governs an Accusative Case of the Noun or Pronoun which follows, as

They are my Parents, and I honour *them*.

(42) A Verb Neuter will have the same case after it as before it, as

I am *he* whom ye seek.





(43) Verbs Neuter or Intransitive govern an Accusative Case only when the Substantive coming after them is the Substantive which resembles the Verb in signification, as

To live a virtuous *Life*. To sleep the *Sleep* of Death.

Pharoah dreamed a *Dream*.

(44) Observe—In these expressions, *to sleep all night*, *to walk a mile*, &c. Night and Mile are not Accusative Cases governed of the Verbs *sleep* and *walk*, but depend on some words understood, as

To sleep *through all* the Night.

To walk *through the Space of* a Mile.

(45) The Auxiliary Verbs *do*, *have*, *shall*, *will*, and the rest of the signs of Compound Tenses, are frequently used alone, to spare the repetition of the Verb, as

Have you heard that the Pope has made Peace? We *have* not. That is—*Have not heard*.

“He loves not *War*”

“As thou *dost* Emperor.” That is—*Dost love*.

(46) The Verb is sometimes, but not often, wholly omitted in a sentence, and is to be supplied according to the sense, as

To whom thus Adam. That is—*Spake*.

CHAP. VII.

CONSTRUCTION OF PRONOUNS.

- (47) **A** Pronoun must always be of the same Gender as the Noun for which it stands. Thus speaking
 Of a Man, we say, *he* is brave.
 Of a Woman, *she* is beautiful.
 Of a House, *it* is commodious.

(48) Every Relative has an Antecedent or word going before it, with which it agrees in Number and Person, as

The *Lesson which* we have read is delightful.

(49) The Relative is sometimes placed without it's Antecedent, as

Who steals my Purse steals trash.

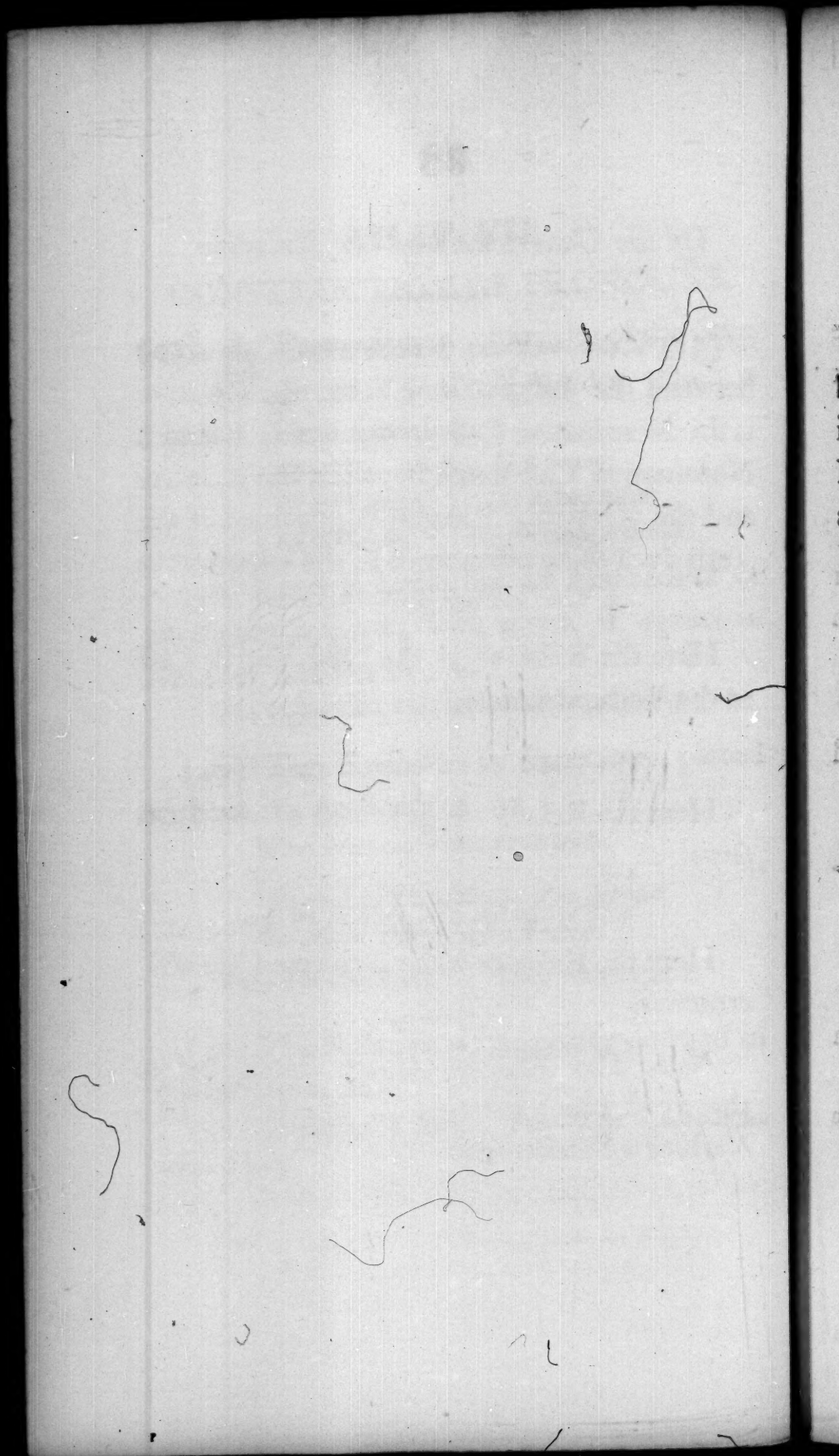
'Tis thus in Friendship, who depend
 On many, rarely find a Friend.

For—He who steals. They who depend.

(50) The Relative is frequently omitted in conversation, as

The Companion I love. For—The Companion
whom I love.

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Of the Government of the Relative.

(51) Rule.—If no Nominative Case come between the Relative and Verb, the Relative is the Nominative Case to the Verb; but if a Nominative Case come between the Relative and the Verb, the Relative is governed of the Verb or of some other word in the sentence, as

1. The God *who* preserveth me.

Here the Relative is the Nominative Case to the Verb *preserveth*.

2. The God *whom* we serve is the true God.

Here the Relative is governed of the Verb *serve*.

3. The God *whose* Creatures we are.

Here the Relative is the Genitive Case after *creatures*.

Note. The Relative always stands before the word which governs it, whether it be a Verb or a Substantive.

CHAP. VIII.

CONSTRUCTION OF PARTICIPLES.

(52) PARTICIPLES will have the same Cases after them as the Verbs from which they are derived, as

Being accused of Treason he fled.

(53) A Participle is often used as an Adjective, as

A dancing Dog. A learned Man.

(54) Participles are frequently turned into Substantives, as

The bearing of Injuries patiently is not the part of a Coward.

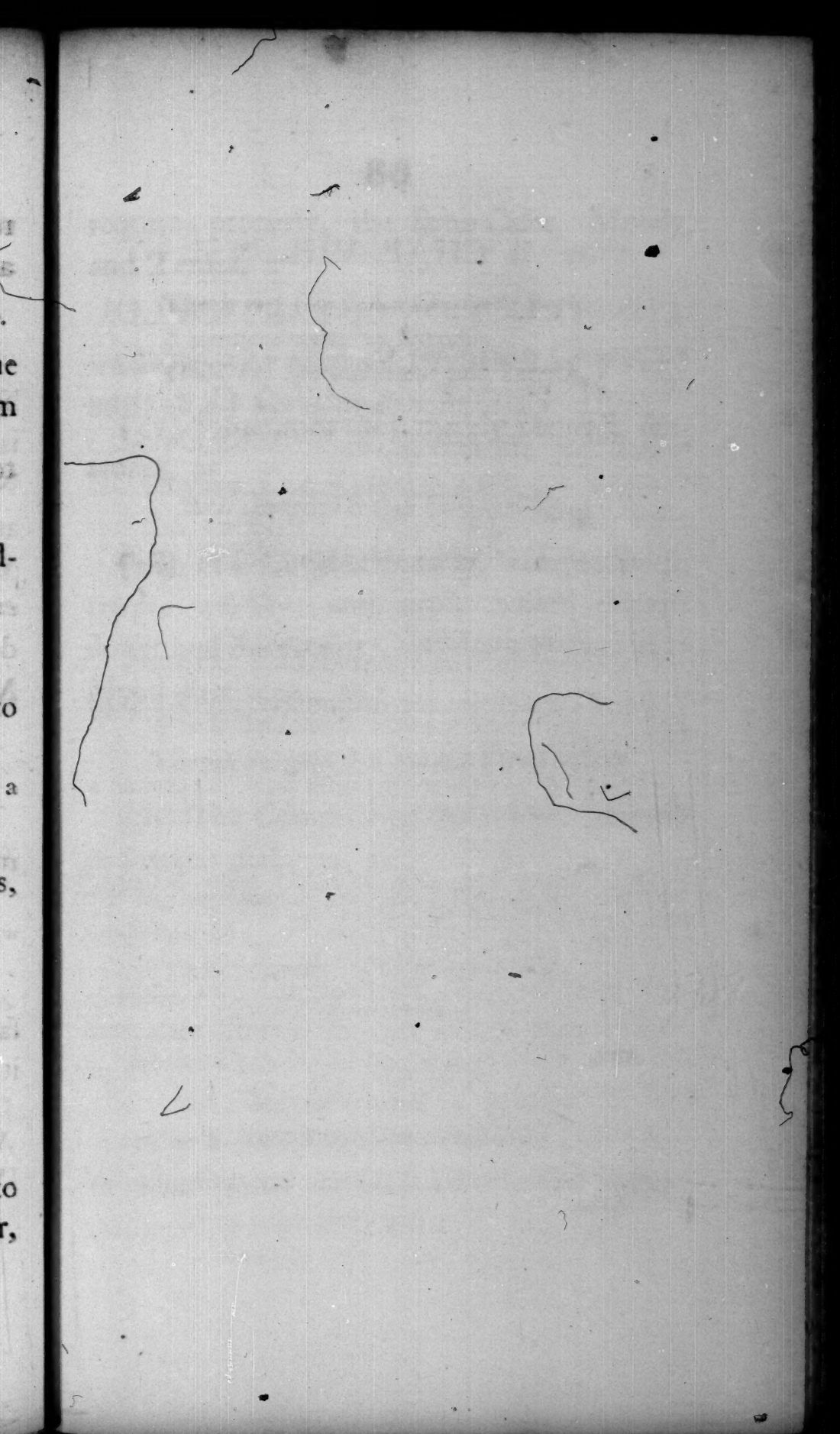
(55) They are also declined like Nouns, and have a Plural Number, as

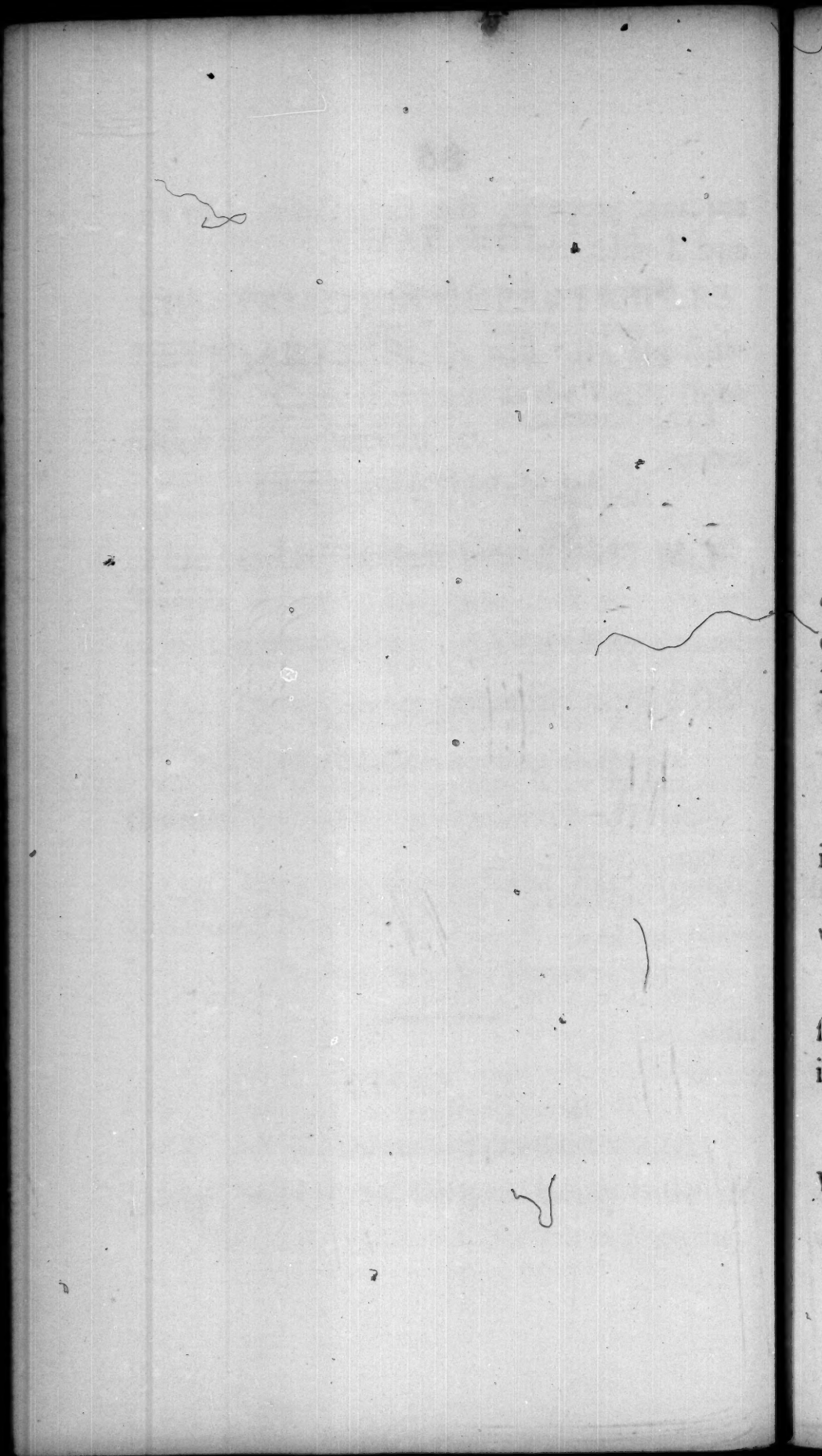
The Outgoings of the Morning.

CHAP. IX.

CONSTRUCTION OF CONJUNCTIONS.

(56) CONJUNCTIONS being used to join Words and Sentences together,





require, properly, the same Cases, Moods, and Tenses, as

This is not *Henry's* but *Charlotte's* Book.

I *went* and *wrote* my Exercise.

Children, *love* and *honour* your Parents.

(57) Sometimes they merely connect sentences, as

He is rewarded *because* he *was* diligent.

(58) The Conjunctions *if*, *though*, *unless*, *except*, *whether*, and *until*, which express doubt and uncertainty, require a Subjunctive Mood after them, as

If he *be* innocent let him not fear.

Though he *afflict* me, yet will I trust in him.

(59) The Conjunction *that* is often omitted in familiar dialogue, as

I beg you would hear me. For—I beg *that* you would hear me.

(60) The Conjunction *than* requires the same case after it as that which goes before it, as

He is wiser *than* I.

I loved you better *than* him.

Which elliptical sentences are thus completed.

He is wiser *than* I am.

I loved you better *than* I loved him.

A List of the principal Conjunctions.

as	either	nevertheless *	} that than therefore
and	for	notwithstanding *	
although	if	ing *	
but	lest	or	unless
both	nor	since	yet
because	neither	so	

* We want two Conjunctions equivalent to these, and better adapted to refined style.

CHAP. X.

CONSTRUCTION OF PREPOSITIONS.

(61) **P**REPOSITIONS are joined to any case of the Pronouns but the Nominative, as

With him. From her. To me.

(62) The Preposition is often separated from the word which it governs, as

Gay is an Author *whom* I am much delighted *with*.

Gay's Fables is the Book *which* I speak *of*.

(63) Prepositions are sometimes omitted, as

He was banished his Country. For

He was banished *from* his Country.

Especially before Pronouns, as

Woe is Me. Give me the Book. Get him some Paper.

That is—*To* me. *For* him.

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(64) The Prepositions *in* and *on* are generally omitted before Nouns expressing time, as

This Day. Next Year. That is

On this Day. *In* next Year.

(65) The letter *a* is often joined to Substantives and Participles of the Present Tense, instead of the Preposition *on*, as

a Bed. *a* Shore. *a* Foot.

To go *a* Fishing or *a* Hunting.

(66) Prepositions are often compounded with Verbs, as *overtake*, *undertake*, *withstand*, *uphold*. They are also placed after Verbs, particularly after the monosyllable Verbs *to give*, *to keep*, *to make*, *to cast*, *to go*, *to hold*, of which they generally change the signification, as *to give up*, *to give out*, *to give over*.

A List of the principal Prepositions:

above	below	from	through
about	beneath	in or into *	to or unto
after	beside	near	under
against	between	out	until
among	beyond	over	up

* *In* signifies rest, and *into* implies motion.

at	by	off	with
before	down	on or upon	within
behind	for	towards	without

The words *concerning*, *according to*, *belonging to*, and *during*, are rather Participles than Prepositions.

CHAP. XI.

(67) **A**N Adverb, which is properly the companion of a Verb or Adjective, should always be placed close, or near to, the word to which it belongs, as

That Counsellor made a *very* sensible Speech.

He spoke *eloquently* and *forcibly*.

(68) When an Auxiliary is used, the Adverb always stands between the Auxiliary and the Participle, as

He was *attentively* heard by the whole Court.

(69) The Adverb *only* is always placed immediately before the word which it affects, as

Our Edward reigned *only* six Years. And not

- - - *only* reigned six Years.

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(70) Adverbs are often put for whole sentences by a figure of speech called *ellipsis*, as
 The *then* Ministry. That is--The Ministry *which then acted*
 The *above* rule. For—The rule *which is given above*.

(71) All Adverbs may easily be arranged under one of the following divisions :

1. Adverbs of Place, as

Here, there, whither, hither, thither, whence, hence, thence *, &c.

2. Of Time, as

When, then, now, often, always, seldom, &c.

3. Of Number, as

Once, twice, thrice, &c.

4. Of Quantity, as

Much, little, enough †, &c.

5. Of Comparison, as

How, rather, too, very, than, so, &c.

6. Colloquial Adverbs, as

Yes, no, perhaps, indeed, &c.

7. Lastly.—Adverbs ending in *ly*, (that is *like*) which generally denote *manner*, and have

* The Adverbs *hence*, *thence*, *whence*, require no Preposition before them, for they imply a Preposition in themselves, and signify—*from this place*, *from that place*, *from what place*.

† This Adverb is often spelt in a different manner, and then becomes an Adverb of Number, as—*Paper enough*, and *pins enough*.

the same meaning as the Adjectives from which they are derived, as from

Just, wise, prudent, brave, come the Adverbs *justly, wisely, prudently, bravely.*

CHAP. XII.

CONSTRUCTION OF INTERJECTIONS.

(72) **I**NTERJECTIONS being expressive of some sudden emotion of the mind, are as various as the passions of the human mind themselves.

(73) Interjections have no government or grammatical connection with the other words of a sentence.

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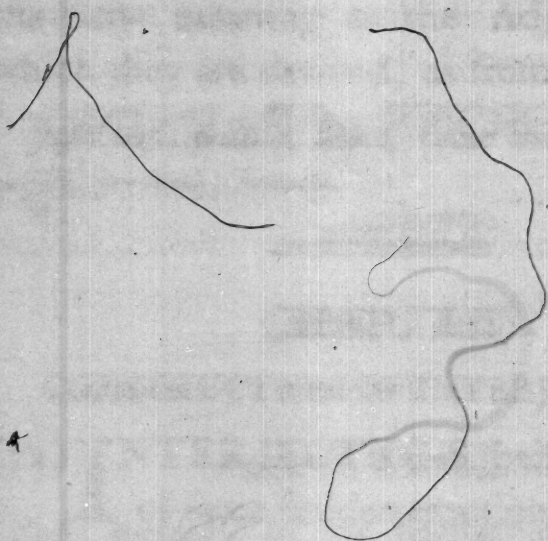
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TWO LESSONS of PARSING.



First Lesson.

ACCORDING TO PART THE FIRST OF GRAMMAR.

The Lord's Prayer.

OUR Father which art in Heaven, hallowed be thy name; thy kingdom come; thy will be done in earth, as it is in heaven: give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation, but deliver us from evil: for thine is the kingdom, the power, and the glory, for ever and ever. Amen.

The] The Definite Article, used to point out a particular person, who is called, by way of eminence, *the Lord*—namely, *our Saviour Jesus Christ*. (see p. 5.)

Lord's] A Substantive, Gen. C. Sing. Numb. (p. 13.)

Prayer.] A Substantive (p. 5.)

Our] A Pronoun Adjective (p. 22.)

Father] A Substantive, Voc. C. Sing. Numb. (p. 14.)

which] A Pronoun Relative, applied in this instance to God, according to the old fashion of applying it to both persons and things, which custom is now altered, (p. 23.) but in this Prayer of our Lord, it has been thought convenient not to vary from the received form which is so familiar to the common people.

art] A Verb from *be*, Present Tense, Indic. Mood, Sing. Numb. and 2d Person (p. 39.)

in] A Preposition (p. 8.)

Heaven] A Substantive, Abl. Case, known by the sign *in* (p. 14.)

Hallowed] The Participle of the Preterperfect Tense from *to hallow*, a Verb of the 2d Conjugation. (p. 42)

N. B. *To hallow* signifies *to make holy*.

be] An Auxiliary Verb Present Tense, Imperative Mood, Sing. Numb. and 3d Person, (p. 40.) which with the above Participle, forms the same part of the Passive Voice of the Verb *to hallow*, (p. 57) *let* being omitted.

thy] A Pronoun Adjective (p. 22.)

name] A Substantive, Nom. case, Sing. Numb.

thy] As before.

will] A Substantive, Nom. case, Sing. Numb.

be] As before.

done] The Participle of the Preterp. Tense, from *to do*, a Verb of the 3d Conjugation, the Participle of which is Irregular (p. 68.)

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in] As before.

earth] A Substantive, Abl. Case, as before.

as] A Conjunction (p. 8.)

it] A Pronoun Substantive, (p. 22) used here to prevent the repetition of the Substantive *will*.

is] An Auxiliary Verb from *be*, Pref. Tense, Indic. Mood, Sing. Numb. and 3d Person (p. 39.)

N. B. *Done* is understood after *is*.

In Heaven] As before.

give] A Verb from *to give*, a Verb of the 3d Conjugation (p. 42,) Pres. Tense, Imp. Mood, Sing. Numb. and 2d Person. The Pronoun *thou* being left out.

us] A Pronoun Substantive from *I*, Plural Numb. Dat. Case. The Preposition *to* being omitted (p. 24.)

this] A Pronominal Adjective (p. 23.)

day] A Substantive, Sing. Numb. Abl. Case. The Preposition *in* being understood.

our] As before.

daily] An Adjective derived from the Substantive *day*, (p. 6.) it signifies what we have *every day*, or what is sufficient *for a day*.

bread] A Substantive.

and] A Conjunction.

forgive] A Verb, from *to forgive*, a Verb of the 3d Conjugation, Pref. Tense, Imp. Mood, Sing. Numb. and 2d Person.

us and *our*] As before.

trespasses] A Substantive, from *trespass*, the Plural of which is formed by adding *es* to the Singular (p. 10.)

as] As before.

we] A Pronoun Substantive, from *I*, Plur. Number, Nom. Case (p. 24.)

forgive] A Verb as before, but in this case Pres. Tense, Indic. Mood, Plural Numb. and 1st Person.

them] A Pronoun Substantive from *be*, Plural Numb. and Dat. Case (p. 24.) the words *to* and *their trespasses* being omitted.

that] A Pronoun Relative (p. 22.)

trespass] A Verb, from *to trespass*, of the 1st Conjugation, Pres. Tense, Indic. Mood, Plur. Numb. and 3d Person.

against] A Preposition.

us and *and*] As before.

lead] A Verb, from *to lead*, of the 1st Conjugation, Participle irregular by contraction (p. 65) Pres. Tense, Imp Mood, Sing. Numb. and 2d Person, for *lead thou*.

us] As before.

not] An Adverb.

into] A Preposition.

temptation] A Substantive.

but] A Conjunction.

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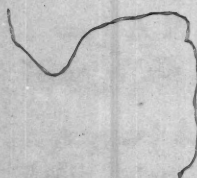
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deliver] A Verb from *to deliver*, of the 1st. Conjugation, Pres. Tense, Imper. Mood, Sing. Numb. and 2d Person, for *deliver thou*.

us] As before.

from] A Preposition.

evil] Substantive, Sing. Numb. Abl. Case, (p. 14.)

for] A Conjunction.

thine] A Pronoun Substantive from *thou*, Sing. Numb. and Gen. case (p. 24.)

is] A Verb from *be*, Pres. Tense, Indic. Mood, Sing. Numb. and 3d Person (p. 39).

the] As before.

kingdom] A Substantive.

the] As before.

power] A Substantive.

and the] As before.

glory] A Substantive.

for] A Preposition.

ever] Properly an Adverb, but is here used as a Substantive. *For ever and ever* is a solemn form which means *through all ages or times*.

Amen] A Hebrew word used at the conclusion of prayers, and signifying *so let it be*.

N. B. The learner may now write out the Lord's prayer in it's natural order, putting in all the words which are omitted.

Second Lesson.

ACCORDING TO THE FIRST AND SECOND PARTS OF GRAMMAR.

The Apostles' Creed.

I Believe in God the Father Almighty, maker of heaven and earth : and in Jesus Christ his only Son, our Lord ; who was conceived by the Holy Ghost, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, dead, and buried ; he descended into Hell ; the third day he rose again from the dead, he ascended into Heaven, and sitteth on the right hand of God the Father Almighty , from thence he shall come to judge the quick and the dead. I believe in the Holy Ghost ; the holy Catholic Church ; the Communion of Saints ; the forgiveness of sins ; the resurrection of the body ; and the life everlasting. Amen.

The] The Definite Article used to shew that this Creed is particularly *the Apostles' Creed*, that is, containing the doctrines which they taught.

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Apostles'] A Substantive, Plur. Numb. Gen. Case.
(Syntax rules 20 and 21.)

Creed] A Substantive.

N. B. *Creed* signifies a *summary of things to be believed*, from the Latin word *credo*, *I believe*.

I] A Pronoun Substantive of the 1st Person (Rule 9) Sing. Numb. and Nom. Case, coming before the Verb *believe* (Rule 32.)

believe] A Verb, Pres. Tense, Indic. Mood, Sing. Numb. and 1st Person, to agree with it's Nom. Case *I* (Rule 8.)

In] A Preposition.

God] A Substantive, Sing. Numb. and Abl. Case, known by the sign *in*.

the] An Article.

Father] A Substantive, Sing. Numb. and Abl. Case put in apposition to *God* (Rule 19.)

Almighty] An Adjective, compounded of *all* and *mighty*.

maker] A Substantive, Sing. Numb. and Abl. Case, put also in apposition to *God* (Rule 19.)

of] A Preposition.

Heaven] A Substantive, Sing. Numb. and Gen. Case, known by the sign *of* (p. 13.)

and] A Conjunction.

Earth] A Substantive, Sing. Numb. and Gen. Case, coupled by *and*, to *Heaven* (rule 56.)

and in] As before.

Jesus Christ] The Proper name of our Saviour (p. 9.) Sing. Numb. Abl. Case.

his] A Pronoun Substantive from *he*, Sing. Numb. Gen. Case: the latter of two Substantives, of which *Son* is the former in Government, tho' not in Place. (Rules 20 and 21.)

only] An Adjective in this place, tho' generally used Adverbially.

Son] A Substantive, put in apposition to *Jesus Christ*.

our] A Pronoun Adjective (p. 22.)

Lord] A Substantive, put also in apposition to *Jesus Christ*.

who] A Pronoun Relative, Sing. Numb. and 3d Person, to agree with it's antecedent, *Jesus Christ*, (Rule 12.) and Nom. Case, to the Verb *was* (Rule 51.)

was] An Auxiliary Verb from *be*, Preterim. Tense, Indic. Mood, Sing. Numb. and 3d Person, to agree with it's Nominative Case *who* (Rule 8.)

conceived] A Participle of the Preterp. Tense, from *to conceive*, a Verb of the 1st Conjugation, (p. 42.) of which the Auxiliary and Participle together form the Passive Voice; therefore *was conceived* is properly the Passive Voice, Preterimp. Tense, Sing. Numb. and 3d Person.

by] A Preposition, sign of the Abl. Case.

the] As before.

holy] An Adjective.

ghost] A Substantive, signifying *spirit*.

born] A Participle Passive from the Verb *to bear*, a Verb of the 3d Conjugation, the Participle of which is Irregular by contraction (p. 68.) N. B. *Was* is omitted.

of] A Preposition.

the] As before.

Virgin] A Substantive.

Mary] A Proper Name, put in apposition to *Virgin*.

suffered] A Verb from *to suffer*, of the 1st Conjugation, Preterimp. Tense, Indic. Mood, Sing. Numb. and 3d Person, to agree with *who*, understood.

under] A Preposition.

Pontius Pilate] The Proper Name of the Roman Governor (p. 9.)

was crucified] A Verb, from *to crucify*. Passive Voice, Preterimp. Tense, Indic. Mood, Sing. Numb. and 3d Person, to agree with *who*, not expressed.

dead] An Adjective.

and] As before.

buried] A Participle from *to bury* (p. 47, obs. 2d.) *was* being omitted, it is Passive Voice, Preterimp. Tense, Sing. Numb. and 3d Person, to agree with *who*, again omitted.

he] A Pronoun Substantive of the 3d Person, Sing. Numb. and Nom. Case to the verb *descended*.

descended] A Verb of the 1st Conjugation, Pres. Tense, Indic. Mood, Sing. Numb. and 3d Person, to agree with it's Nom. Case *be* (rule 8.)

into] A Preposition, signifying motion (p. 87.)

Hell] A Substantive, signifying in this instance *the place of departed spirits*.

the] As before.

third] An Adjective, and is called an *ordinal number*.

day] A Substantive, Sing. Numb. and Abl. Case, governed of *in*, which is omitted (rule 64.)

be] As before.

rise] A Verb from *to rise*, of the 3d Conjugation, Preterp. Tense, Indic. Mood, Sing. Numb. and 3d Person, to agree with it's Nom. Case *be* (rule 8.)

again] An Adverb.

from] A Preposition.

the dead] An Adjective as before, the Substantive *persons* being understood (rule 24.)

be] As before.

sitteth] A Verb, from *to sit*, of the 3d Conjugation, (p. 66.) *sitteth* is the Pres. Tense, Indic. Mood, Sing. Numb. and 3d Person, (p. 31.) to agree with *be* understood (rule 8.)

at] A Preposition.

the] As before.

right] An Adjective, placed before the Substantive *hand* (rule 25.)

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band] A Substantive.

of God the Father Almighty] As before.
from thence] *from* a Preposition; *thence*, an Adverb of place (rule 71.)

he] As before.

shall] An Auxiliary Verb, and sign of the Future Tense (p. 32.)

come] A Verb, 1st Future Tense, Indic. Mood, Sing. Numb. and 3d person, to agree with it's Nom. Case *he*, (rule 8.)

to judge] The latter of two Verbs, of which *come* is the former (rule 39.)

the] As before.

quick] An Adjective, *men or persons* being understood, (rule 24.) N.B. It signifies *living*.

and the dead] As before.

I believe in the holy Ghost] As before.

the holy] As before.

Catholic] An Adjective, signifying *general, universal*.

Church] A Substantive.

the Communion] A Substantive.

of Saints] A Substantive, Plural Numb. formed by adding *s* to the singular (p. 10.) and Gen. Case after *Communion* (rule 20.)

the forgiveness] A Substantive, the words *I believe in* being omitted.

of sins] A Substantive, Plur. Numb. and Gen. Case.

the resurrection] A Substantive. It means *the rising again*.

of the body] A Substantive, Sing. Numb. and Gen. Case, after *resurrection* (Rule 20)

and the] As before.

life] A Substantive.

everlasting] An Adjective, compounded of *ever* and *lasting*, the Participle Present of the Verb *to last*, set after it's Substantive *life* (Rule 27.)

amen] As before.

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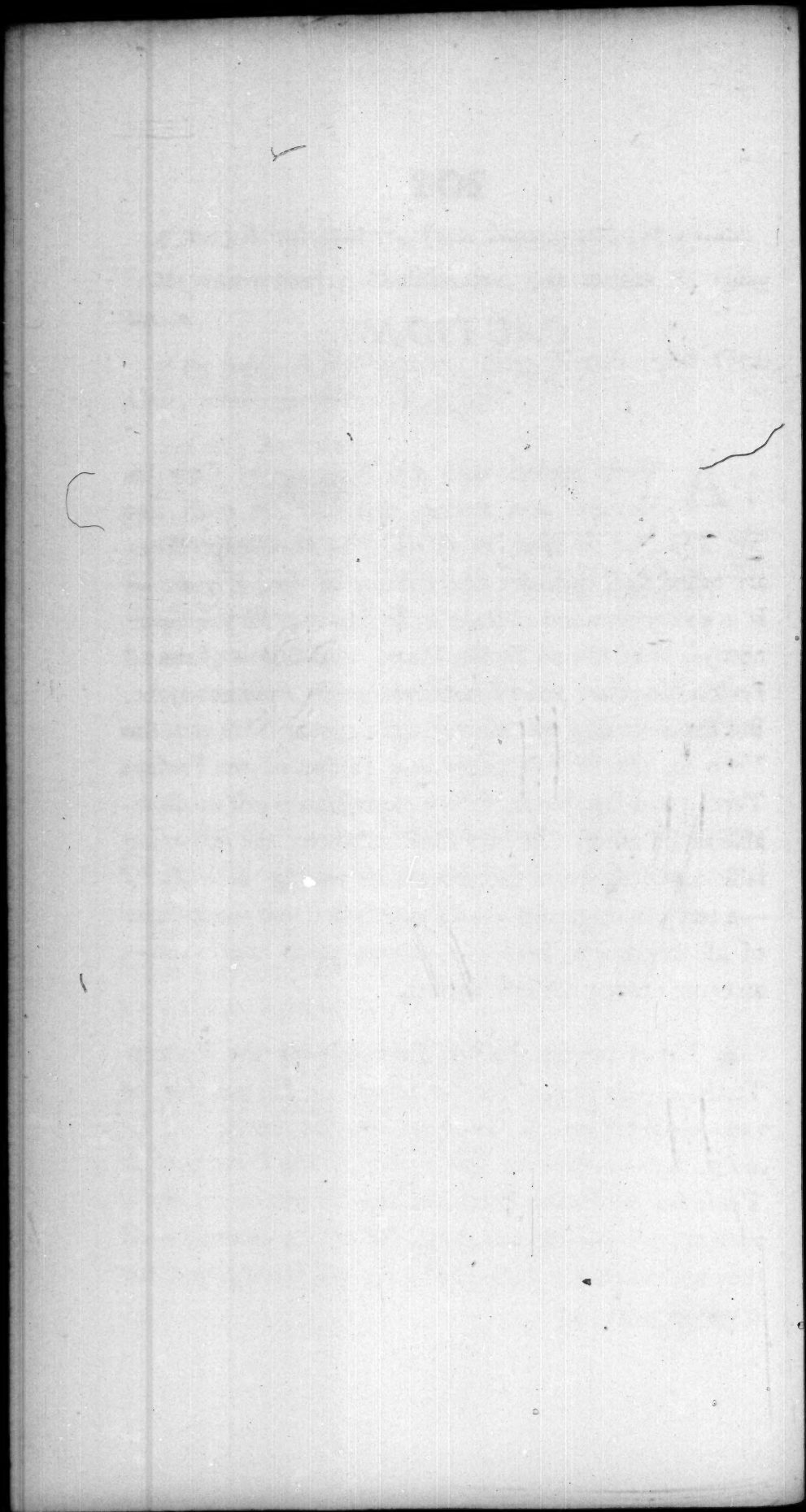
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CAUTIONS.

1. **A** Verb agrees with it's Nominative Case in Number and Person, therefore we must not say, *I has*, or *be have*, or *they is*, (for these expressions are called *false concords*) but *I have*, *be has*, *they are*.—It is a very common mistake to say *you was* for *you were*; now *you* is of the 2d Person Plural, and *was* is of the 2d Person Singular, and of consequence they cannot agree. But the absurdity will more plainly appear if we put the Verb in the same Number and Person of the Present Tense, and say, *you is*, which expression is just as allowable as the other. Besides these instances, the following false concords are in too general use among us:—*says I*—a terrible vulgarism.—Twice two *is* four—a mistake of all Arithmetic books.—Great pains *was* taken—an error among the best writers.

2. Never use the Passive Participle for the Preterp. Tense, as—*be begun*, for *he began*.—*He run*, for *he ran*.—*He drunk*, for *he drank*.—*He done it*, for *he did it*, &c.—Nor on the contrary, the Preterperfect Tense for the Passive Participle, as—*It was wrote*, for *it was written*.—*He was drove*, for *he was driven*.—*If they had went*, for *if they had gone*.—*It was forgot*, for *it was forgotten*, &c.

3. Beware of using the Pronoun Substantive for the Pronoun Adjective, as—Give me *them* books, for give me *those* books.

4. Never use a Pronoun where there is no occasion for one, as—the man *he* said so.

5. Take care never to put the Accusative Case of the Pronouns after the verb *to be*, as—Who is there? It is *me*, for it is *I*. Again—It is *him* who persuaded me. Except indeed after the Infinitive Mood, where it is allowable, as—It is said to be *him*.

6. Beware of using the Apostrophe, which belongs to the Genitive Case Singular, in the Nominative Case Plural Number.

7. Never use a Superlative relating to only two things, but say, *the elder of the two, the tallest of the three*.

And take care not to use two Comparatives or two Superlatives, as a *more happier* man, a *lesser* book, a *worser* boy, the *most grandest* fight.

8. Never use two Negatives, as *I never knew nothing* about it, he did *not* take *neither*: for two negatives make an affirmative, and you assert the very contrary to what you mean.

9. Take care not to put Adjectives for Adverbs, as—*exceeding* poor, for *exceedingly* poor.—*Scarce* begun, for *scarcely* begun.—*Near* finished, for *nearly* finished.

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10. Avoid as many of these harsh contractions as you please,—*don't*, *mayn't*, and *shan't*, for *do not*, *may not*, *shall not*, also *t'other*, and what is still worse, *the t'other*, for *the other*, &c.

11. Never pronounce the words ending in *ow*, as if they ended in *or*, as *follor*, for *follow*,—*narrow* for *narrow*, *shador* for *shadow*, &c.

To these few cautions hastily set down from memory, every teacher may add the *provincialisms* peculiar to his school, for which purpose it will be useful to have his own grammar interleaved, in order to insert these, or any other, Notes and Observations.

OF PUNCTUATION.

PUNCTUATION is the art of making proper Stops in proper places.

The Stops used in common sentences are

The Comma, which is thus marked ,
 The Semicolon, ;
 The Colon, :
 The Period, .

The use of these stops is to regulate the pauses of the voice in reading, and also to distinguish where one sentence ends and another begins, so as to prevent any confusion and obscurity in the sense.

The **COMMA** is the mark of the shortest pause or rest of the voice, and is used at the end of a single sentence, as

You say that the Sun stands still, &c.

A **SEMICOLON** is the mark of a pause that is greater than a Comma, and less than a Colon, and is placed at the next division of the sentence, as

You say that the Sun stands still, and that the Earth moves round it;

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A COLON is used when the sense is perfect, but the sentence is not ended, as

You say that the Sun stands still, and that the Earth moves round it; yet their apparent motions are contrary to these:

A PERIOD, or Full Stop, is the mark of the greatest pause, and is used when the sentence is complete and fully ended, as

You say that the Sun stands still, and the Earth moves round it; yet their apparent motions are contrary to these: therefore I conclude that our senses cannot be good judges of real motion.

Besides the Stops, there are other marks used in writing, the principal of which are these:

Note of Interrogation ?

Exclamation Point !

Brackets []

Parenthesis ()

Brace }

Hyphen -

Inverted Commas “ ”

The Note of Interrogation is used whenever a question is asked, as—

Who lies here?

The Exclamation Point, when we use a pathetical sentence, as

Alas, poor Yorick!

The Brackets are used to explain any word in a sentence by another which is better understood, as

Deal not with us after [according to] our sins; or in references as [see page 103.] where is exemplified

The Parenthesis, which serves to enclose one sentence within another, when the construction might otherwise be obscure.

The Brace is used to shew that all the words refer to the same point, or are under the same condition.

The Hyphen is used to connect two or more words together, so as to make one compound word of them, as

Bird-cage.

Inverted Commas are used when a passage is quoted from another author.

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OF ACCENT.

AN Accent upon a syllable means that the syllable is to be pronounced with greater stress of voice than any other in the same word.

A principal use of Accent is to distinguish those words which are the same in spelling, but different in sound, when they are Substantives or Adjectives, and when they are Verbs.

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SUBST. OR ADJ.	VERBS.	SUBST. OR ADJ.	VERBS.
Ac'cent—to accen't		In'sult—to insult	
Ab'sent—to absen't		O	
Ab'stract—to abstra'ct		O'bject—to obje'ct	
C		P	
Con'cert—to concert		Pré'sent—to pré'sent	
Com'pound—to compou'nd		Pro'ject—to proje'ct	
Con'duct—to conduc't		Pro'test—to prote'st	
Con'fine—to confin'e		Pro'duce—to produ'ce	
Con'test—to contes't		R	
Con'tract—to contráct		Rébel—to rebél	
D		Ré'cord—to recórd	
Dé'sert—to dé'sert		Ré'fuse—to refúse	
E		S	
Ex'tract—to extráct		Súrvey—to survéy	
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Férment—to fermé nt		Tórment—to tormé nt	
Fré'quent—to fré'quent		Tránsport—to tránsport	
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As to other words, it is the fashion at present to throw the Accent as near the first syllable as possible.

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OF ACCENT

APPENDIX

A person of the use of Accent is to be distinguished from a person of the use of the Accent. The introduction of the Accent is the first step in the study of the principles of Universal Grammar, of those principles which are common to all languages, the very much less limited the business of Grammar, which is in general, but a great difficulty still remains, which is to be able to speak to the apprehension of children, whose field of view at that early age is so confined that it cannot embrace more than one or two ideas at a time, and even those too must be simply and artistically combined. It is a much easier matter to write definitions for metaphysicians than for schoolboys, who knowing little of the forms of art, and less of the powers of their own minds, are attracted by such terms only as are familiar to them—perhaps, a lot of scholastic language may be applied with advantage to this subject. In one instance, a boy brings me his exercise, I correct it—he frequently hears the word, and the process is to show the mistakes and make a list of errors, he cannot but understand that something similar is intended by the definition, which the both rational and metaphorical is better to him than more abstract one.

As to other words, it is the same in practice as in the Account as near the first chapter.

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APPENDIX.

P. I. **G**RAMMAR IS THE ART.] The introduction of Universal Grammar, or of those principles which are common to all languages, has very much facilitated the business of Grammar-makers in general; but a great difficulty still remains, which is, to be able to speak to the apprehension of children, whose field of view at that early age is so confined that it cannot enclose above one or two ideas at a time, and even those too must be simply and artlessly combined. It is a much easier matter to write definitions for metaphysicians than for schoolboys, who knowing little of the forms of art, and less of the powers of their own minds, are attracted by such terms only as are familiar to them—perhaps, then, a sort of scholastic language may be applied with advantage to this subject. If, for instance, a boy brings me his exercise, I *correct* it—he frequently hears the term, and sees the process is to alter the mistakes and *make it right*, of course he cannot but understand that something similar is intended by the 1st definition, which tho’ both informal and inadequate is better to him than a more laboured one.

Apologies might also be made for the detached form in which the rules are given. Let this consideration suffice, that the best way of teaching children is to heap up one little grammatical truth upon another, 'till their minds are by degrees made to support a mass, which, if it was all laid on at once, would oppress and overwhelm them by it's weight.

P. 1.—THE SOUNDS USED IN LANGUAGE] If thirty-nine articulate sounds comprehend the sounds of every known language, and I am informed by good authority that there are no more, it would be a curious experiment to try whether an English child, whose organs of speech were habituated to utter every one of these sounds in it's infancy, would not so far retain them as to be able to learn the perfect pronunciation of any of the living languages at a more advanced age. If one may hazard a conjecture, it would certainly succeed; for our organs being merely mechanical, there is no doubt but that in the tender and ductile state of childhood, they might be fashioned and taught to utter any of the sounds which are to be uttered by the human voice.

P. 2.—IN ENGLISH THERE ARE, &c.] The English alphabet, like most others, is confessedly very incomplete, being in many respects both deficient and redundant; for in some cases the same letters express different sounds; in others, different letters express the same sound; and for some sounds there are no letters at all; accordingly many attempts have been made to reduce our alphabet

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to a perfect standard, but without much success. Grammarians have entertained us with a notion, that every vowel has exactly three distinct sounds, the *full*, the *slender*, and the *middle*. That this division of sounds is incomplete appears from the following instance:—the vowel *u* is pronounced according to the above rule in *mule*, *but*, and *bull*; but what is a boy to think of his Grammar when he afterwards meets with the words *Bury* and *business*. The fact is, it would be better to confess at once, that our alphabet is not at present reducible to rules, nor ever will be, 'till our spelling shall be fixed, our pronunciation cease to vary, and what is of more importance, the number of our existing sounds ascertained, which probably may never take place 'till the English tongue shall have ceased to modulate them.

Various other rules are given at the beginning of Grammars for the pronunciation of the consonants; these are omitted, because every child knows them almost before it leaves off it's coral; and besides this, the multiplying of rules rather confounds than assists the learner.

The unnecessary distinctions of the parts of Grammar, by *Orthoepy*, *Orthography*, *Etymology*, and other still harder names, are purposely avoided, both because their subjects are partly the province of the spelling-book, and because the English ear has a natural aversion from such high and valorous words, of great but unmeaning sound. As to the present shape of the letters, many of them appear to be the old Anglo-Saxon characters somewhat

modernized. Q and K, however, are of Norman original, and were naturalized after their introduction by the Conqueror's literary followers. In every other respect they are, like the letters of all other alphabets, merely arbitrary signs, and have no natural connection with the sounds themselves.

P. 4.—TO SPELL A WORD, &c.] On the subject of spelling I shall literally transcribe what Sheridan recommends to those who are obliged to undergo the tedious, but necessary, office of abecedarians.

“When they come to unite syllables together, so as to form words, they should not be suffered to do it according to the absurd fantastic mode of spelling hitherto laid down and practised; but they should be taught to take in all the letters into the same syllable, which are kept together in utterance; which, surely, is the most obvious and rational method. Thus the words, habit, widow, rather, should not be divided in the usual way, ha bit, wi-dow, ra-ther: but hab-it, wid-ow, rath-er. This rule of dividing syllables, is so plain and manifestly proper, that nothing but a total neglect in this, as in almost all other articles, of preserving any analogy between writing and speech, could have prevented its taking place.

“There is another very improper division of syllables, in general use, in all words where the letter i precedes a vowel in the same syllable; such as question, bestial,

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region; or the vowel *e*, as in *righteous*, *courteous*. For, in all instances of this sort, these vowels coalesce in English, and form diphthongs, so as to make but one syllable. Whereas in the usual mode of dividing them they seem to form two. Thus, instead of *ques-ti-on*, *bes-ti-al*, *right-e-ous*, they ought to be divided into two syllables only, as *ques-tion*, *bes-tial*, *right-eous*, in the manner in which they are pronounced, and always used in metre."

P. 4.—**THERE ARE TEN SORTS.]** If any Grammarian should feel disconcerted at hearing that there are ten parts of speech, let him remember that I write for children, not for critics. Properly speaking, perhaps, there are but three, the Substantive, the Adjective, and the Verb; but if we exclude all the other names, what account are we to give of them which would be intelligible to young minds? It is therefore thought preferable to multiply terms a little, than to take advantage of a simplicity which would be altogether obscure.

P. 6.—**THE INDEFINITE ARTICLE, &c.]** To this it may be objected, that *a dozen*, *a score*, *a few*, *a hundred*, &c. speak of more than one, and are therefore plurals. But the answer is this—These words being the aggregate of many ideas taken collectively, are as much a whole, or unity, as the ideas themselves of which they are the representatives.

P. 6.—**AN ADJECTIVE IS A WORD.]** In this definition, three several terms are used, in order to comprehend the

natural, acquired, and artificial attributes of substances, and an example of each is given in it's order.

P. 8.—AN INTERJECTION, &c.] An Interjection has been elegantly enough defined by some writer “the voice of Nature.” Many of them are doubtless the scattered limbs of words now out of use; however we will call them *Interjections* for fear of being arraigned for coining new terms.

P. 9.—COMMON NAMES ARE, &c.] The use of general terms is, that it prevents the necessity of giving a name to every individual object, which would be entirely useless, as there are are many things of the same sort which we seldom or ever have occasion to specify: But this is not the case with the human species, where every person must be known from another by his name, as Nature seems to have distinguished every one of them by an infinite variety of countenances. Since the improvements in social life, not only countries, cities, mountains, and whatever things or places we have frequent occasion to mention, have received peculiar or proper names, but every jockey gives even his horse a proper name, because he often has to tell of his feats, and to distinguish him from some other of the same species.

P. 10.—SOME PLURALS END IN EN.] It appears that many more of our plurals once ended in *en*, as *Eye, Eyen; Shoe, Shoen; House, Housen*; which last is now marked as a barbarism. In the same manner were formed

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Cowen and *Sowen*, now written *Kine* and *Swine*, with many others of the same sort.

P. 12.—THE CASES OF NOUNS, &c.] The mind is not always employed in contemplating single objects only, but often has occasion to compare one with another, and in order to express the relations which different things have to one another, the six cases of Nouns have been invented, which obtain their name from their mechanical position. The word *Case* in both the learned languages being derived from a word which signifies *to fall*. The 1st case, which is the Noun, is sometimes called, by way of dis-



tinction, the *Upright Case*, and the others the *Oblique Cases*, from their oblique situation, as they are here represented by six right lines, placed at different inclinations to the perpendicular.

Dr. Wallis, with many other Grammarians, has thought it a dangerous plan to force our language to comply with the grammatical forms of the Latin, and their objections have induced many writers of Grammars to expunge the whole formule of the Latin Grammar; accordingly these have declined our Substantives no farther than the Accusative Case, which they call the *Objective Case*; and the Genitive they name the *Possessive Case*. We will not dispute about names, or the arbi-

trary application of terms, but I cannot say that I see the danger which they so strongly represent in following the method of declension used by the Latins, or that we have fewer Cases than they had. We certainly have as many relations of a Noun to express as they, and tho' it may be urged that the English language has only one variation of Case, it does not follow that they have no more Cases than three, because they use a circumlocution for the rest; if it does, the same reasoning holds good with respect to it's Verbs, which have no more Tenses than the Present and the Preterperfect, and no Passive Voice at all, because they use Auxiliaries to express them.—This being allowed, why may not the terms of Case, Declension, and the names of the Cases, be retained in English, as they are, by established custom, in the Grammars of the learned languages? The effect of the Declension of Cases of Nouns, and of the Conjugation of Verbs, is, and must be the same, in every language: Why then may not those grammatical forms of Nouns and Verbs, which produce the same effects in other languages, be called by the same grammatical names in our's?—Are there not all kinds of mechanical inventions to assist children to acquire the elements of language? Why therefore should such remarkable instances of mechanism as the Declension and Conjugation afford be excluded from an English Grammar, which is professedly designed for the use of children and learners? It is from the consideration of these arguments that I have ventured to use the forms of the Latin Grammar, as being the most methodical, and of course the most likely

to make a permanent impression on the minds of young students. As to the Cases, they may all be easily distinguished by the prepositions by which they are formed, except the Accusative, which is like the Nominative, yet has a distinguishing mark belonging to it; for what is known in Latin by the termination is as well known in English by its place.

P. 13.—EXCEPT IN THE GENITIVE, &c.] That the English used to decline their Substantive as far as the Genitive Case with variation is a fact acknowledged by all Grammarians, but what the termination was is not so clear. The account which Bishop Lowth gives us of it is as follows: "This case answers to the Genitive Case in Latin, and may still be so called; though perhaps more properly the Possessive Case. Thus "God's Grace:" which may also be expressed by the preposition; as, "the Grace of God." It was formerly written, "Godis Grace;" we now always shorten it with an Apostrophe; often very improperly when we are obliged to pronounce it fully; as "*Thomas's* book," that is "*Thomas's* book," not *Thomas-his* book as it is commonly supposed." In the subsequent note Lowth acknowledges the direct derivation of this case from the Saxon Genitive, but I do not find that any declension of the Saxon Language makes the Genitive Case to end in *es*. With deference then to so high authority I will suggest that the English declined all their Substantives like the 1st declension of the Saxons, the Genitive Case of which ended in *es*, as *Smith, gen.*

Smithes, and, by striking out the letter *e*, *Smith's*, as it remains to this day. Whatever this Ellipsis be it is very easy to apply the Apostrophe in it's proper place.—It must be used with the Genitive of course when it is not formed by means of a Preposition.

The analogy of the language seems also to require the use of the Apostrophe with the neutral Pronoun *it*, whenever it is used in the Genitive Case, as—*it's beauty*, *it's native purity*.

If the Noun ends in *s*, writers generally omit the whole termination of the Genitive Case, as in these expressions, *for righteousness' sake*, *the soldiers' arms*. This is evidently done to prevent the disagreeable hissing sound of the letter *s*, but care should be taken by all means to add the comma, whether the *s* be used or not.

When two or more Substantives come together, as *the King of England's Court*, the last of them is made to suffer the apostrophe, because they are considered as one compound-Substantive.

If there are two Genitives to be expressed there must be two Apostrophes, as, *his Brother's Wife's Sister*. I shall add one caution with respect to this apostrophe, that it is never to be applied to a Nominative Plural in any case whatever, that is, after such words as these—*Ideas*, *Folios*, *Quartos*, *Geniuses*, *Virtuosos*, &c. which are often very improperly written thus—*Idea's*, *Folio's*, *Quarto's*.

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Regent of day, & all the horizon round
Invested with bright rays - jocund to run
His longitude thro' Heavens high road, the gay
Dawn & the Pleiades before him danced
Shedding sweet influence; life bright the Moon
But of Jovita in levelled west was set
His mirror, with full face borrowing her light

Genius's, Virtuoso's. The reason is, that the apostrophe implies that something is omitted, and here there is nothing omitted.

P. 14.—THE GENDERS OF NOUNS, &c.] All Animals have sex, and therefore the names of all Animals have Gender. Accordingly the names of Male Animals are of the Masculine Gender, and those of Female Animals are of the Feminine Gender, and those things which have no sex are said to be of the Neuter Gender, which merely implies a Negation of Sex. The English Language with great propriety follows Nature in this respect, and applies the distinction of Masculine and Feminine only to the names of Animals. For this observation I am indebted to Mr. Harris, who says, "In the English tongue it seems a general rule that no Substantive is Masculine but what denotes a Male Animal substance; none Feminine but what denotes a Female Animal substance; and that where the substance has no sex, it is always Neuter." This rule, however, is not uniformly complied with, for in figurative language we give sex to things without life, by first personifying them, and then calling them Masculine or Feminine, according to some supposed resemblance between their qualities and those of animal life, which privilege gives our language great richness and beauty, and, for the purposes of poetry, a singular advantage over most other modern languages. Of this the reader will see a complete instance if he will take the trouble to refer to Milton, B. 7. V. 370, where the Sun and Moon are beautifully personified. But besides this

creative power, we assume a right to deprive some things of sex to which it really belongs. Small insects, though they are doubtless Male and Female, seem to be considered in the English Language as of the Neuter Gender, and it is universally applied to a child, perhaps, because it is not supposed to have arrived at reason and reflection.

P. 19.—OF THE COMPARISON, &c.] The Comparison of Adjectives arises from comparing the quality of some substance with the same quality of another. For the assertion that there are but two degrees of such comparison, I have the authority of one of the acutest Grammarians that ever wrote upon language—"The doctrine of Grammarians about three such degrees, which they call the Positive, the Comparative, and the Superlative, must needs be absurd, both because in their Positive there is no comparison at all, and because their Superlative is a Comparative as much as their Comparative itself."

HARRIS, P. 198

Comparison is properly confined to Adjectives, but our language seems to be averse from limits, and has actually given a kind of comparison to Adverbs and Prepositions, as

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Often	Oftener	Oftest
Very	—	Veriest
Fore	Former	Foremost
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Neath	Nether	Nethermost
Hind	Hinder	Hindmost
Moe	Moer, or more	Moest, or most

From him

It remains that I notice the double Superlative, which frequently occurs in the Psalms, viz. "the most highest;" it is contrary to the strict rules of Grammar, but is used in that place with singular propriety, as Dr. Lowth observes, "in order to express the height of the Supreme Being, who is higher than the highest."—In Acts, chap. 26, ver. 5, "After the most straitest sect of our religion, I lived a Pharisee."—The expression is very emphatic, and expressive of the earnestness of the speaker, but is scarcely defensible by the rules of Grammar.

The rule given for forming the Comparatives and Superlatives of Polysyllables is not without exception, as in Milton,

"Seems wisest, virtuousest, discreetest, best."

P. 22.—OF PRONOUNS, &c.] As the too frequent repetition of the same word is tedious and unpleasant to the ear, to avoid this inconvenience certain words have been invented, called PRONOUNS, that is, literally, *words put for Nouns*, that as Nouns are the signs of ideas, so Pronouns are the substitutes for Nouns. In conversing, a man must necessarily speak of himself, of somebody present, or of some other person or thing; hence to signify himself he makes use of the Pronoun *I*; to signify the person to whom he addresses himself he uses the Pronoun *Thou* or *You**; and to denote the person or

* Custom has introduced the use of the Plural Pronoun *You*, instead of the Singular *Thou*, in familiar dialogue, the Quakers alone retaining the old form of *Thou* and *Thee*.

thing of whom or which he speaks, he makes use of *He* or *She*, and *It*; these therefore are properly called the Pronouns *personal*.

The word **THAT** is now constantly used as a Pronoun; all *that* can be said is, that it is a corruption which custom may justify, but which Grammar can never authorize; if it is allowable at all, it is because it makes a more agreeable sound than *who* when a Vowel follows it, as—Henry the Sixth was the youngest Prince *that* ever sat upon the English Throne.

P. 23.—THE PRONOUNS ARE OFTEN JOINED.] The word **SELF**, which is doubtless a Substantive, is, by universal consent, used with the Pronouns Adjective *my*, *thy*, *her*, *our*, *your*; and why *bis* and *their* are interdicted this union it is difficult to say; to me indeed it is evident that *himself* and *themselves* are corruptions for *hisself* and *theis selves*, but corruptions, perhaps, which are irrecoverable, and it may appear pedantic to resist the authority of custom in this instance—but **IT** I beg leave to rescue from this innovation, which is caused merely by an idle habit of writing *itself* for *it'sself*.

P. 24.—GEN. OF ME OR MINE.] Dr. Johnson corrects Bishop Lowth for considering the word *mine* as the Genitive Case of the Pronoun *I*. According to the Doctor, *mine* is the same word with the Pronoun Adjective *my*, and was formerly used before a Vowel as *my* was before a Consonant. That *mine* was formerly used before a

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Vowel, as, "with mine arm," is certain; but it does not thence follow, that it is the same word with *my*. If so, we might on every occasion substitute either of these for the other without offending against Grammar, however the sound might displease the ear; but this is not the case. "That book is *mine*," is good English, but "that book is *my*," is a gross solecism; the reason is, that *mine* being a Pronoun Substantive, can stand by it's self, and *my* being an Adjective, cannot stand without it's staff, the Substantive, as "that book is *my book*."

P. 29. TENSE SIGNIFIES TIME.] The most obvious division of Time is into Present, Past, and Future, but it is not sufficient for the language of a refined people to have one Tense only to denote each of these times. There are many particular Times Past, and many particular Times Present, and Future, which require some variation of the Verb to express them. The English Verbs go farther than this, for they take into their Tenses all along the state of the action, as well as the time and manner in which it takes place, and this too, with the least inflection of any language in the world. By the use of eight or nine *helping Verbs*, especially when two or more of them come together, we are entirely freed from the various endings of Verbs in the Past Tenses, and also from the several Moods and Persons of the same in both voices, which amount to nearly 200 variations, and these auxiliaries effectually answer all the purposes of language, and afford us besides some very beautiful distinctions of TIME and MANNER.

P. 31. OF THE AUXILIARY VERBS.] The Auxiliaries of which the following abstract is taken from the most judicious writers upon the subject, may be thus arranged : DO marks the Present time, and DID the Past, in a more expressive manner, they also emphatically declare the reality of the action, and are constantly used in interrogatory sentences.

SHALL and WILL both denote the Future time, but nothing is more difficult for foreigners than to learn the exact meaning of *shall* and *will*. I believe the following rule will serve to make the distinction clear: SHALL in the 1st Person, simply expresses futurity, but in the 2d and 3d Persons it implies an authoritative power in the speaker: WILL, on the contrary, in the first Person, intimates a resolute inclination on the part of the speaker, and in the second and third Persons it merely expresses futurity.

The difference of SHOULD and WOULD is, that WOULD denotes will and intention, and SHOULD only obligation, with a degree of futurity.

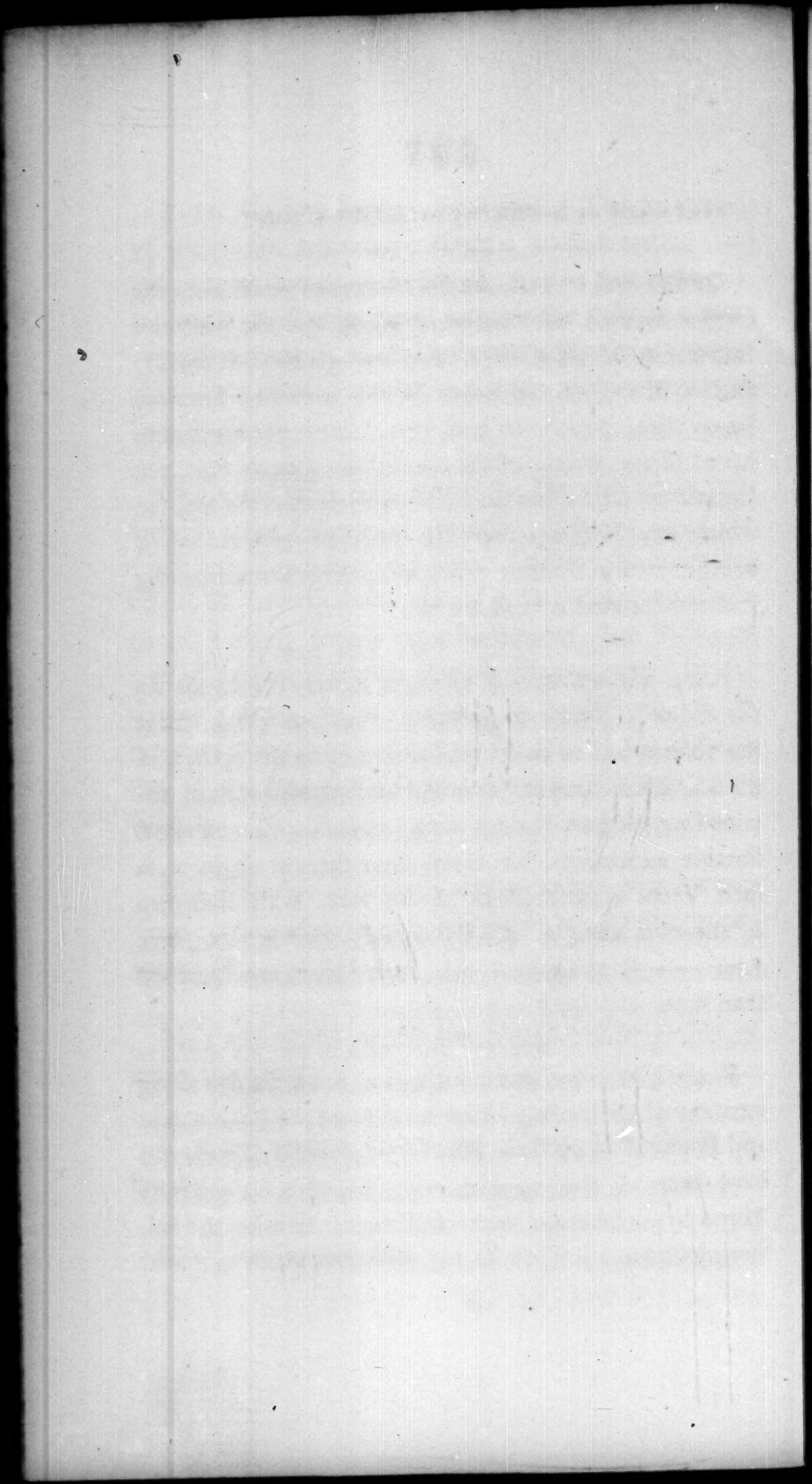
MAY and MIGHT denote the liberty and possibility of doing any thing.

CAN and WOULD denote the power and ability of the doer.

MUST implies necessity.

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HAVE and **BE** are merely expressive of time.

OUGHT and **LET** can scarcely be called auxiliaries, the former being a contraction of *owend*, and the latter the Imperative Mood of the Verb *to let*, which with the Infinitive Mood of any other Verb, is used to form it's Imperative, thus, "let him have," is "permit him to have:" from which instance it plainly appears that the Imperative Mood has no more persons than the 2d, in which our language perfectly coincides with reason, it being contrary to nature to suppose one's self commanding and commanded at the same time.

P. 44. **HE RULES.]** Pickbourn in his Dissertation on the English Verbs conjectures, that mankind, from the observation of their own actions, and the actions of the animals around them, might be supposed to have obtained a great part of their ideas, and of course contrived suitable expressions for them; that thence might arise such Verbs as these, *sleeps, stands, runs*, as the lion *sleep is*, the man *stand is*, and by an easy contraction, *sleep, stands*.—A conjecture this more ingenious perhaps than true.

P. 46. **THE SUBJ. MOOD APPEARS, &c.]** In the Conjugation of the Verbs, I have considered the Subjunctive and Potential as the same Mood. Dr. Priestley appears to have been of this opinion, viz. that the Subjunctive Mood is the Potential without it's sign; he takes the following sentence, "we should overtake him though he

run," and thus explains it, "All the irregularities in the construction of a language arise from the ellipsis of some words which were originally inserted in the sentence, and made it regular: let us endeavour to explain this manner of speaking, by tracing out the original ellipsis. May we not suppose that the word *run* in this sentence is in the *radical form* (which answers to the *Infinitive Mood* in other languages) requiring regularly to be preceded by another Verb expressing doubt or uncertainty, and the intire sentence to be, *We shall overtake him though he should run.*"

P. 57.—I WAS CALLED.] The Passive Tenses have not uniformly the same force as the correspondent Tense in the Active Voice, for, as Harris observes, "It fares
" with Tenses as with other affections of speech; be the
" Language upon the whole ever so perfect, much must
" be left, in defiance of all Analogy, to the harsh laws
" of authority and chance."

P. 66.—A VOCABULARY, &c.] A list of the regular Verbs of the 2d and 3d Conjugations are inserted for this reason—a strange corruption has been introduced by modern writers of using the Preterperfect Tense for the Participle Passive, and tho' it has been combated by every Grammarian who has written upon the subject, yet it still prevails very generally in conversation. The caution which Harris gives against this practice is as follows:

"The English Grammar lays down a good rule with respect to it's Participles of the Past, that they all ter-

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The first of the year was a very
cold one, and the weather was
very disagreeable. The snow
was very deep, and the wind
was very strong. The people
were very much distressed,
and the cattle were very
suffering. The people were
very much distressed, and the
cattle were very suffering.

The second of the year was a
very cold one, and the weather
was very disagreeable. The
snow was very deep, and the
wind was very strong. The
people were very much
distressed, and the cattle
were very suffering.

The third of the year was a
very cold one, and the weather
was very disagreeable. The
snow was very deep, and the
wind was very strong. The
people were very much
distressed, and the cattle
were very suffering.

The fourth of the year was a
very cold one, and the weather
was very disagreeable. The
snow was very deep, and the
wind was very strong. The
people were very much
distressed, and the cattle
were very suffering.

minate in D, T, or N. This Analogy is perhaps liable to as few exceptions as any. Considering therefore how little Analogy of any kind we have in our Language, it seems wrong to annihilate the few traces that may be found. It would be well therefore, if all writers who endeavour to be accurate would be careful to avoid a corruption at present so prevalent, of saying *it was wrote*, for *it was written*; *he was drove*, for *he was driven*; *I have went*, for *I have gone*, &c. in all which instances a Verb is absurdly used to supply the proper Participle, without any necessity from the want of such word."

To this caution I shall add another in Rhyme; perhaps "Children of a larger growth" will better bear to be laughed than scolded out of their Grammatical errors.

"URBAN or SYLVAN, or whatever name
Delight thee most, thou foremost in the fame
Of Magazining Chiefs, whose rival page
With monthly medley courts the curious age;
Hear a poor PASSIVE PARTICIPLE's case,
And if thou can'st restore me to my place.
'Till just of late good English has thought fit
To call me *written*, or to call me *writ*,
But what was *writ* or *written*, by the vote
Of writers now, hereafter must be *wrote*,
And what was *spoken* too, hereafter *spoke*,
And measures never to be *broken broke*;
I never could be *driven*, but, in spite
Of Grammar, they have *dove* me from my right;
None could have *risen* to become my foes,
But what a world of enemies have *rose*!"

Who have not *gone* but they have *went* about;
 And *tern* as I have been, have *tore* me out;
 Passive I am, and would be, and implore.
 That such abuse may be henceforth *forborn*,
 If not *forborn*, for by all Spelling-Book,
 If not *mistaken*, they have all *mistook*;
 And in plain English it had been as well
 If what has *fall'n* upon me has not *fell*.
 Since this attack upon me has *began*,
 Who knows what lengths in Language may be *ran*;
 For if it once be *grew* into a law,
 You'll see such work as never has been *farv*;
 Part of our speech and sense perhaps beside
 Shakes when I'm *shook*, and dies when I am *died*.
 Let then the Preter and Imperfect Tense
 Of my own words to me remit the sense;
 Or since we two are oft enough agreed,
 Let all the Learned take some better heed,
 And leave the Vulgar to confound the due
 Of Preter Tense and Participle too."

In order to habituate their pupils to the proper and discriminate use of these two parts of the Verb, Teachers would do well to make them write out a great number of the Verbs of the 3d Conjugation, through all their Moods and Tenses, and by practice they will acquire the right use of the Preterperfect and the Participle, and by all means let me recommend that those villainous books called EXERCISES OF BAD ENGLISH be taken out of their hands; for Rousseau's Principles of Education are not

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more pernicious to the Morals than these Lessons are to the Understanding.

“Vice to be hated *never must* be seen,”

And the only way to teach children bad English is to shew it to them.

P. 71. SYNTAX, &c.] If any one who wishes to satisfy himself of the necessity of an English Syntax; I refer him to Blair's Lectures, p. 227. Lect. 9. The passage is too long to be transcribed, or I should not give the inquisitive reader this trouble.

P. 82. EVERY RELATIVE, &c.] It is not necessary that the Relative should have an express personal Antecedent, it is sufficient if this be implied in the Pronoun Adjective going before it, thus, in one of the Collects, addressing our Saviour we say, “to *thy* honour and glory *who* livest and reignest with the Father,” &c. where *who* is of the 2d Person Singular, to agree with the Genitive Case of *thou*, implied in the word *thy*.

P. 84.—CONJUNCTIONS.] The greatest discovery in Grammar, not excluding even Markland's Hypothesis of the Genitive Case of Greek and Latin Nouns, is that of Tooke's with respect to the derivation of English conjunctions—he has clearly proved that our Conjunctions are the Abbreviated Imperatives chiefly of Saxon Verbs. A dissertation upon so profound a subject can find no place in a book of *Rudiments*; this is indeed “the Philosophy of Grammar”—however the reader may find a

tolerable abstract of this learned book in the *Encyclo. pedia*, under the article *Grammar*, and I may safely add, that all literary men wait with impatience for the remaining Volumes.

P. 86,—THE PREPOSITION, &c.] This is a most inelegant construction, to which the idiom of our Language seems strongly addicted; for the correct Blair himself (p. 305) gives a positive caution against setting the Preposition at the end of the sentence, and (p. 313) he without ceremony breaks his own rule—What shall we say? “Monitor tu monitoris es,”
or, “Quandoque bonus dormitat Homerus.”

P. 87. THE LETTER *A*] It is, I believe universally agreed, that *a* is the remains of the Preposition *on*. The following instances will serve to corroborate the opinion—John 21, 3. In Saxon the words are “*ic wille gan on foxoth*—I will go a fishing;” and we find “going on hunting,” Stow Summary p. 10.

To the list of the Prepositions may be added *ward* or *wards*, from the Saxon *weard*, and denotes a tendency to a place, and what is observable enough is always set after the word to which it is joined, as *beaverward*, *downwards*, *homewards*, a peculiarity which, according to strict derivation, excludes it from the title of a *Preposition*.

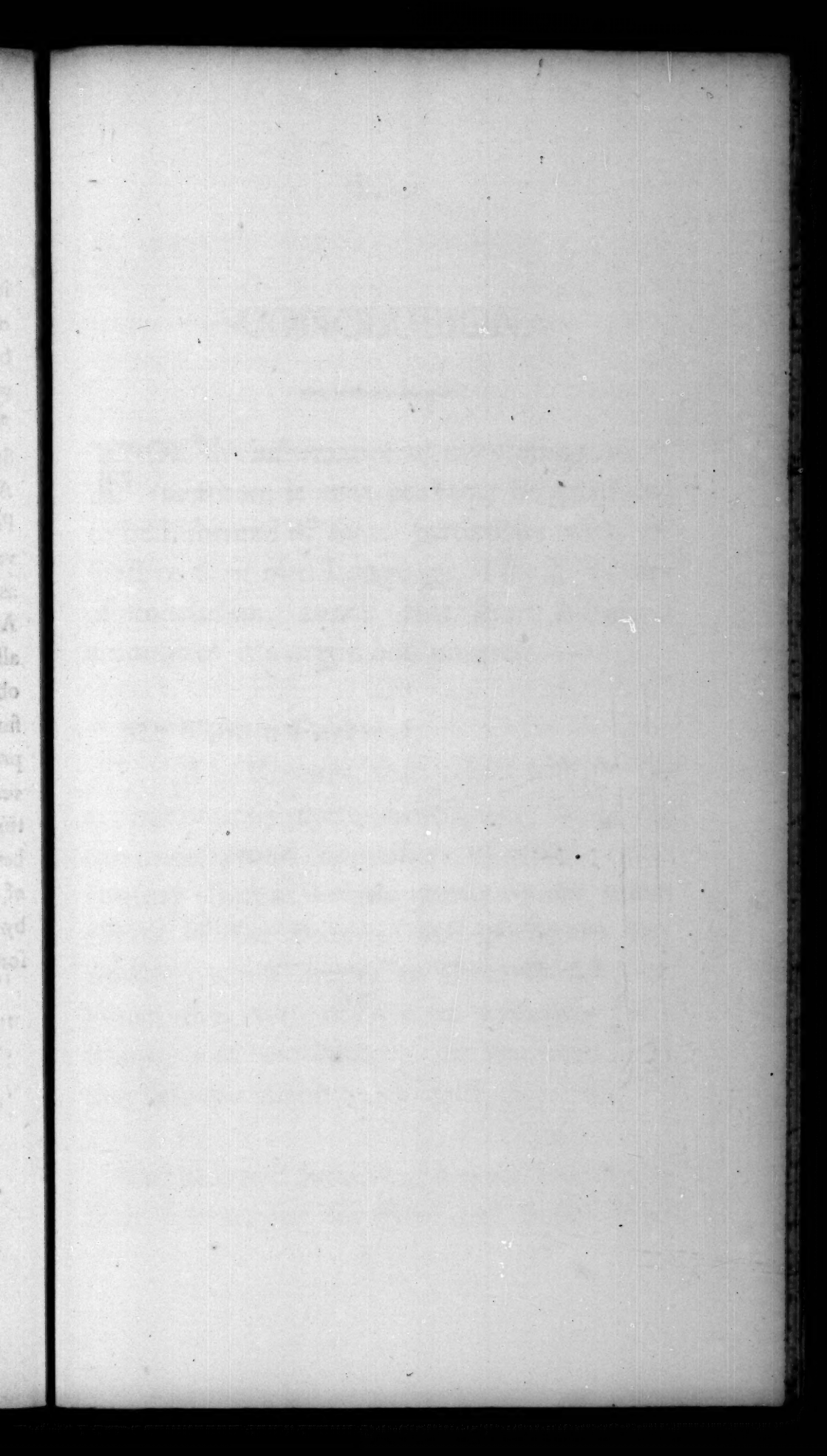
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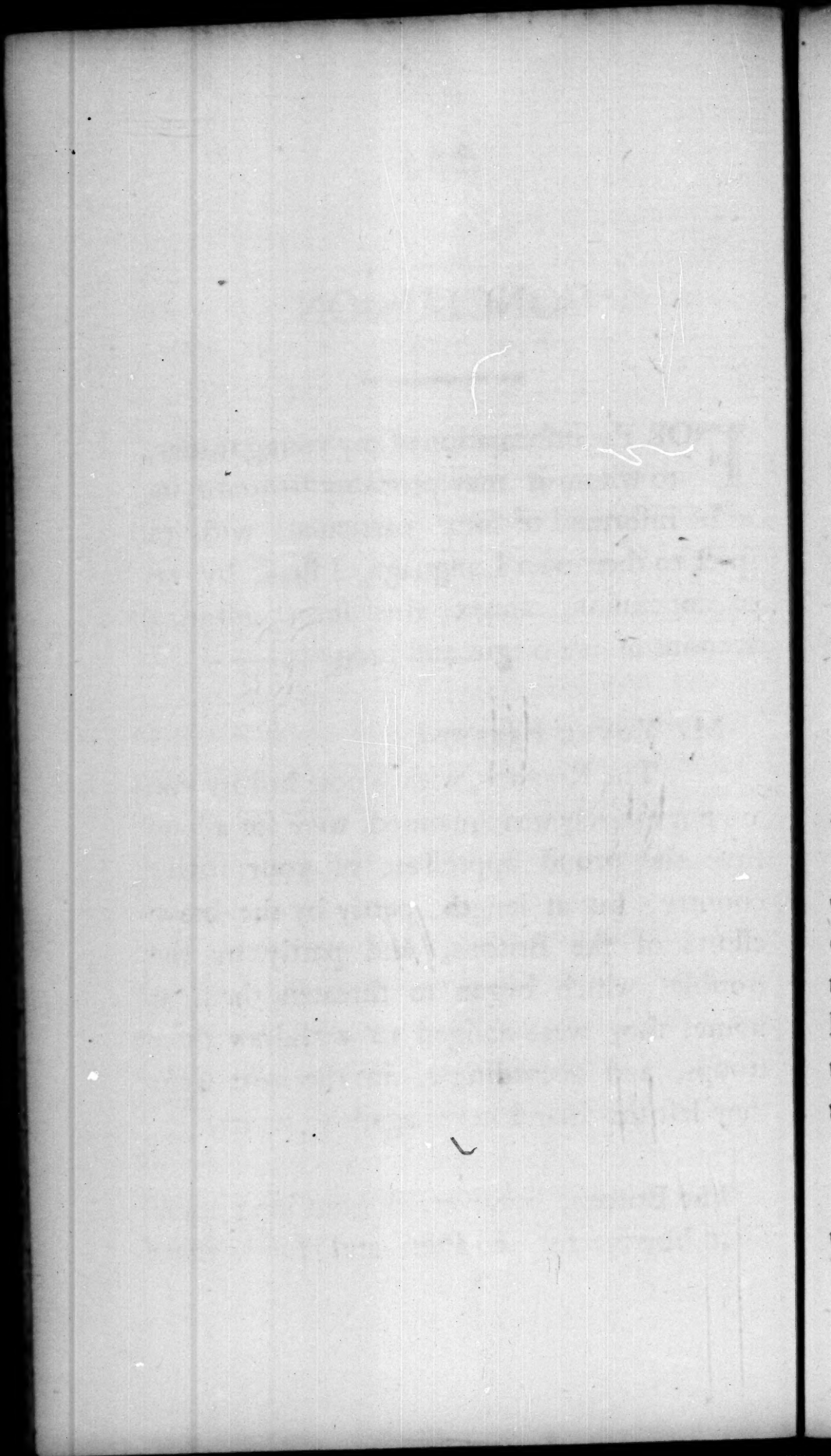
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P. 98.—ONLY AN ADJECTIVE.] In parsing English it is not to be expected that every word should upon all occasions preserve it's proper title; there is a certain blending of the parts of speech by which each sort of words is connected with the rest. In some instances the Adjective becomes a Substantive, and, in it's turn, the Substantive can condescend to serve the purpose of an Adjective—we see Adverbs partaking of the nature of Pronouns and Adjectives, and Prepositions that of Adverbs, and the Participle may be observed at once acting as a link between the Verb, the Substantive, and the Adjective, by assimilating it's self in some particular to all.—It is for this reason that Grammarians have been obliged to have recourse to new terms to express these fine connections, and hence we meet with such expressions as *Verbal Adjectives*, *Pronominal Articles*, *Adverbial Conjunctions*, &c. but tho' these are nice distinctions among proficients, yet the young Grammarian had better be taught to call these equivocal words by the name of that part of speech, to which they are most nearly allied by natural resemblance, than hazard a compound, the force of which he does not so well understand.





CONCLUSION.

FOR the information of my young readers, to whom it may probably be gratifying to be informed of some particulars with respect to their own Language, I shall, by way of conclusion, annex this short historical account of it's origin and progress.—

MY YOUNG FRIENDS,

The Romans, with whose history you are not entirely unacquainted, were for a long time the proud oppressors of your native country ; but at length, partly by the brave efforts of the Britons, and partly by the troubles which began to threaten them at home, they were obliged to withdraw their troops, and accordingly, in the year 426, they left this Island never again to return.

The Britons, however, did not long enjoy their liberty, for the Picts and Scots, their

Northern neighbours, taking advantage of the continual dissensions which prevailed among them, poured down from their native mountains in such multitudes, that the Britons, in order to repel these invaders, were obliged to have recourse to those very Romans whom they had so much reason to hate. Their letter upon this occasion still remains upon record, and begins thus: "*To Ætius, thrice Consul, the Groans of the Britons.*"

The Romans, however, had too much employment at home to listen to any foreign grievances. All the redress they obtained was, a recommendation to arm in their own defence, and trust to their own valour.

In this forlorn situation, Vortigern, the British King, sent an embassy to the Saxons, a warlike people inhabiting the North of Germany, intreating them to come to their assistance. The Saxons accordingly, under the two brothers, Hengist and Horfa, came over to Britain, and were successful in repelling the incursions of the Picts and Scots;

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but being now made acquainted with their own superiority, and the weak and defenceless state of the Britons, they refused to return home again, and having invited over more of their countrymen, settled themselves in Kent and other parts of South Britain.

After a brave struggle of nearly 150 years, the Britons were totally expelled by the Saxons, and driven to the mountains of Wales and Cornwall. From these usurpers, who introduced their own manners, laws, and language, is derived the ground-work of the English tongue; and notwithstanding the successive improvements which it has received from other sources, there remain, to this day, very strong traces of it's Saxon original. The Saxon language, with a small mixture of Danish, continued to be spoken thro' the greater part of the Island 'till the time of William the Conqueror, who, in the year 1066, invaded this country with an army of Normans, and took possession of the English Throne. After his accession, he endeavoured to bring his own language into use among his

new subjects, but his attempts were successfully resisted by the united exertions of the Britons and Saxons, who were both equally jealous of these foreigners. However, many Norman words and phrases were by degrees blended with the Saxon, tho' it's general form and construction still remained the same. From the Conquest to the Reformation, our language continued to receive occasional supplies of foreign words. Our terms of dress we borrowed from the Italians; those of War and Cookery from the French; our commercial words were chiefly imported from Lombardy; and those of Navigation from Holland. In addition to these the learned have enriched it with many significant expressions drawn from the treasures of Greek and Latin literature, by which means our language has acquired such a degree of strength and copiousness, that it is able to express every subject with elegance and accuracy. It would be impossible within the limits of a chapter to trace it thro' the several gradations of refinement to the formation of the present English; suffice it to say, that we are in great measure

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indebted, for the literary rank we now hold as a nation, to the Reformers of our Religion, who by their abilities and industry brought it almost to that degree of perfection at which we find it at this day; nor is it my design to point out all it's beauties and advantages, but if there be one which it has in a greater degree than any other modern language, surely it is that of being compounded with so great facility. In what other language, except indeed the Greek, do we meet with such forceful expressions as "Cloud-capt Towers," "Heaven-kissing Hill," and "Seagirt Isle?" Besides this single excellence, it's general form and construction is such, that it may truly be said to unite in it's self strength, elegance, and simplicity. In a word, my young friends, there is not, in the whole circle of the Sciences, a subject more worthy of cultivation than your mother-tongue: A language so bold, so highly congenial to the sentiments which warm an English breast, that an Englishman cannot too highly value it. Like our Constitution it gradually rose towards perfection, not being erected at once

upon any fixed principles, but having spread
 it's self with time, occasion, and emergency.
 May they long continue to flourish together,
 and may it be your fortunate lot to enjoy the
 advantages of the one, and understand the
 excellencies of the other!

FINIS.

